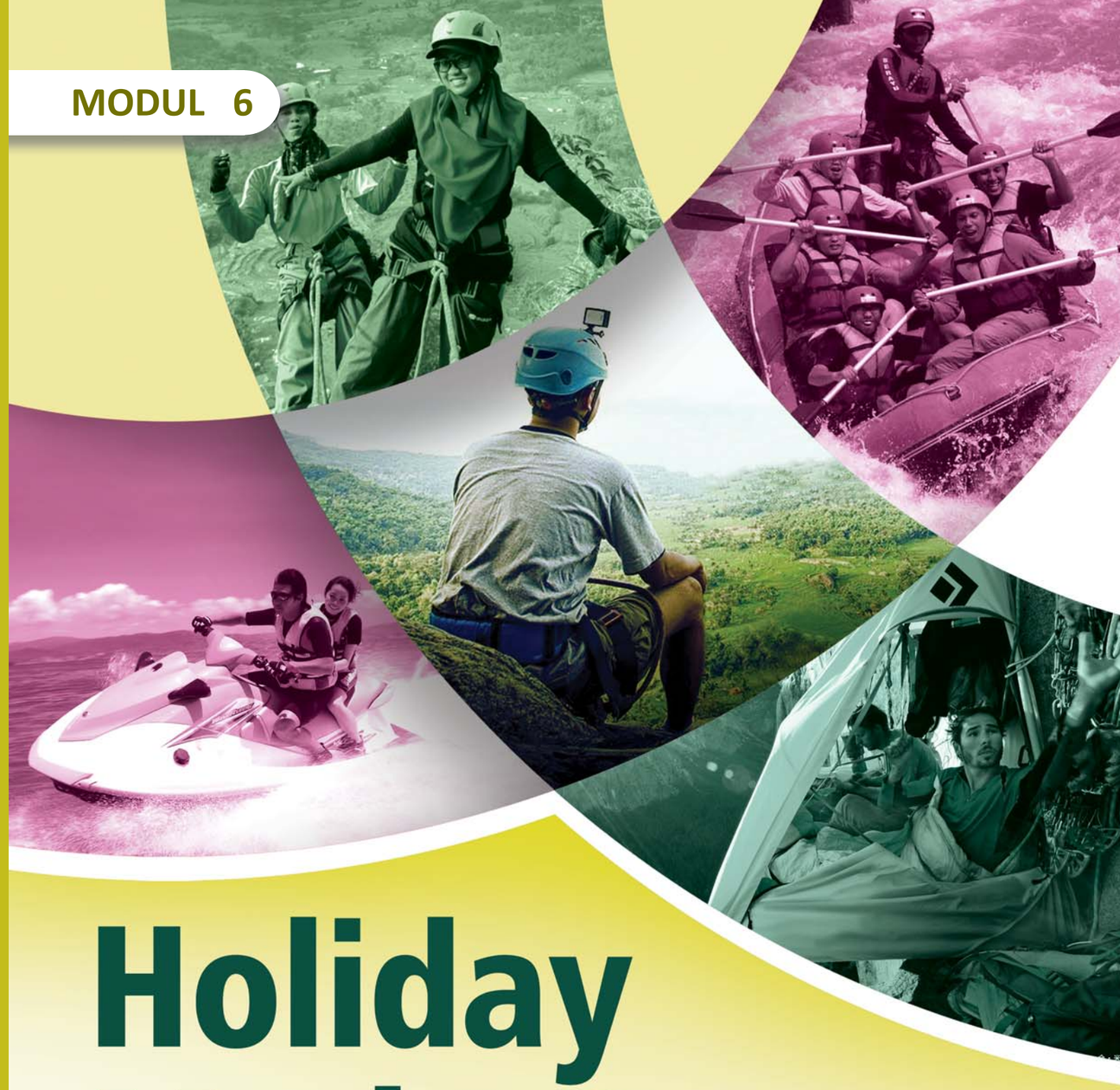
MODUL 6



Holiday Mode On

BAHASA INGGRIS PAKET B SETARA SMP/MTs KELAS VIII

Kementerian Pendidikan dan Kebudayaan
Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat
Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan
Tahun 2018

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Dilindungi Undang-Undang

Easy English for Package B Equivalen SMP/MTs Class 8th
Modul 6 : Holiday Mode On

- **Penulis:** Yuniarti

- **Diterbitkan oleh**: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan Kebudayaan, 2018

vi+ 46 hlm + illustrasi + foto; 21 x 28,5 cm

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

Preface

Pendidikan kesetaraan sebagai pendidikan alternatif memberikan layanan kepada mayarakat yang karena kondisi geografis, sosial budaya, ekonomi dan psikologis tidak berkesempatan mengikuti pendidikan dasar dan menengah di jalur pendidikan formal. Kurikulum pendidikan kesetaraan dikembangkan mengacu pada kurikulum 2013 pendidikan dasar dan menengah hasil revisi berdasarkan peraturan Mendikbud No.24 tahun 2016. Proses adaptasi kurikulum 2013 ke dalam kurikulum pendidikan kesetaraan adalah melalui proses kontekstualisasi dan fungsionalisasi dari masing-masing kompetensi dasar, sehingga peserta didik memahami makna dari setiap kompetensi yang dipelajari.

Pembelajaran pendidikan kesetaraan menggunakan prinsip flexible learning sesuai dengan karakteristik peserta didik kesetaraan. Penerapan prinsip pembelajaran tersebut menggunakan sistem pembelajaran modular dimana peserta didik memiliki kebebasan dalam penyelesaian tiap modul yang di sajikan. Konsekuensi dari sistem tersebut adalah perlunya disusun modul pembelajaran pendidikan kesetaraan yang memungkinkan peserta didik untuk belajar dan melakukan evaluasi ketuntasan secara mandiri.

Tahun 2017 Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat mengembangkan modul pembelajaran pendidikan kesetaraan dengan melibatkan pusat kurikulum dan perbukuan kemdikbud, para akademisi, pamong belajar, guru dan tutor pendidikan kesetaraan. Modul pendidikan kesetaraan disediakan mulai paket A tingkat kompetensi 2 (kelas 4 Paket A). Sedangkan untuk peserta didik Paket A usia sekolah, modul tingkat kompetensi 1 (Paket A setara SD kelas 1-3) menggunakan buku pelajaran Sekolah Dasar kelas 1-3, karena mereka masih memerlukan banyak bimbingan guru/tutor dan belum bisa belajar secara mandiri.

Kami mengucapkan terimakasih atas partisipasi dari Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru, tutor pendidikan kesetaraan dan semua pihak yang telah berpartisipasi dalam penyusunan modul ini.

Jakarta, Desember 2018
Direktur Jenderal

Harris Iskandar

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HOLIDAY MODE ON!

GUIDELINE

How to use this module?

There are several steps in using this module!

L Guideline	**Step 1** Read the guideline! Guideline is a general explanation how to use the module on each step. (Petunjuk penggunaan adalah penjelasan umum bagaimana menggunakan modul ini di setiap langkahnya)
O Learning Outcomes	**Step 2** Read the learning outcomes! Learning outcomes are the outcomes that learner should accomplish. (Tujuan atau capaian pembelajaran yang harus dipenuhi oleh peserta didik)
A Learning Activities	**Step 3** Do the learning activities! Learning activities are various activities to help a learner to develop the language skills. (Kegiatan pembelajaran yang membantu peserta didik mengembangkan keetrampilan berbahasa).
S Summary	**Step 4** Read the summary! Summary is a brief explanation to remind the learner about the previous material. (Rangkuman merupakan penjelasan singkat untuk mengingatkan kembali peserta didik tentang isi materi).

G	**Step 5** Grammar Zone! In this session, you will find about grammar related to the content of unit. Please pay fully attention! (Pada bagian ini, Anda akan menemukan tentang grammar yang sesuai dengan isi materi pada unit tersebut). Harap perhatikan dengan seksama!
E	**Evaluation!** Evaluation is certain short test to make sure whether the learners mastering the lesson very well. (Evaluasi adalah beberapa soal pendek yang diberikan untuk memastikan bahwa peserta didik telah menguasai materi dengan baik).
C Completeness Criteria	**Step 6** Set the completeness criteria! Completeness Criteria is several criteria that a learner should complete. A learner has to finish this module first before continuing to the next module. (Kriteria ketuntasan adalah beberapa kriteria yang harus dipenuhi oleh peserta didik .Anda harus menyelesaikan modul ini terlebih dahulu sebelum melanjutkan ke modul selanjutnya).
R Additional References	**Step 7** Pay attention to this! Additional references to enrich materials in order to develop language skill. (Referensi atau sumber belajar lain yang dapat digunakan peserta didik untuk menambah kemampuan berbahasanya.)

NOTE: Use the DICTIONARY when it is necessary.

(Gunakan kamus apabila diperlukan).

UNIT 1

LET'S GO TO THE BEACH

source: clipart-library.com

Comprehending the responses of: Giving instructions Asking Prohibiting
Practice to constrct reponses of: Giving instructions Asking Prohibiting
Character building: Politeness, confidence, collaboration, communicative

LEARNING ACTIVITIES

A. Activity 1: Giving Instruction and the Response

Lead-in
Have you ever heard instructions?

1. Read and Learn!

Sources: vectorstock.com

In the beach
Lia : Robby, take me the bucket!
Robby : Here, you are!
Lia : Thanks, Robby.
Robby : You're welcome!

Sources: 123rf.com

In the cafeteria near the beach
Donni : Lusi, sit down please!
Lusi : No, thanks! I just want to take away a cup of iced tea
Donni : Oh, okay. See you!
Lusi : See you!

2. Read and Learn!

Now, answer the questions based on the conversations above!

a. Conversation 1

1) Who are in the conversation? … and …
2) Where are they? …
3) What are they doing? …
4) Who ask to get the bucket?...
5) Did the partner do the instruction? …

b. Conversation 2

6) Who are in the conversation? … and …
7) Where are they? …
8) What does Donni ask Lusi to do?...
9) Does Lusi agree?...
10) What does actually Lusi want to do? …

3. Observe!

Source: istockphoto.com

Source: canstockphoto.com

Source: clipartmag.com

Source: learningenglishkids.britishcouncil.org

4. Pay Attention

Giving and Responding to Instruction

If you want to give an instruction and how to respond, you can follow the following expressions:

Giving Instruction	Responses
• Open the door, please • Clean the table, please • Tidy your room, now! • Throw the garbage into the trash can. • Be careful • Be quiet	• Ok • Sure • I will • Alright • No problem • No thanks

5. Giving an instruction

Arranging these sentences into a good order!

Safety on the Beach

Source: https://travelspromo.com

a. After finished, it's better for you and your children to take a shower with clean water.

b. Check the depth of the sea water before come into the water.

c. First, when you come to the beach, make sure that the sea and its beach is clean.

d. Always watch out your children when they are playing on the beach.

e. Make sure that you and your children are able to swim when you want to jump into the sea water.

The best order of the instructions of safety on the beach are:

a. ……

……

b. ……

……

c. ……

……

d. ……

……

e. ……

……

6. Vocabularies

Take	Ambil	Bucket	Ember
Open	Buka	garbage	Sampah
Throw	Buang/lempar	Sea	Laut
Tidy	Merapihkan	Beach	Pantai
Clean	Membersihkan	Room	Kamar
Jump	Melompat	Safety	Keamanan
Take a shower	Mandi	Trash can	Tempat sampah

7. Exercise

Fill in the blanks with the correct words!

come	put	buy	close	open	boil	take	turn	right	give	wash

a. … your book and do the exercises.

b. … the dirty plates and glasses in the sink.

c. … … on the junction. Then you will find the post office.

d. Rudi, please … coconut oil in Betamart.

e. Your father wants to make a cup of coffee. … the water first.

f. … here. I have something for you.

g. Look at that cat. It is hungry. … it some food.

h. … the coconut for me please.

i. … your hand on the tap water.

j. … your eyes. I have a surprise for you.

8. Task to do!

Read the following situation. Then write the instructions based on the situation.

a. The gasoline of your father's boat is empty. He asks you to buy the gasoline to the nearest gas station.

……

……

b. Your mother has a small cafeteria on the beach. She's frying bananas for her guests. Suddenly the stove run out the gas. She asks you to replace it.

……

……

c. The lamp on your kitchen is off. Your mother asks you to replace it with the new one.

……

……

B. Activity 2: Asking to do something and the responses

Lead-in
Have you ever asked someone to do something?

1. Read and Learn

Source:yogadeagar.deviantart.com

Darma : Would you like to go the beach next Sunday?
Putra : It's sound interesting.
Darma : So, will you join me?
Putra : Yes of course

2. Answer the Questions!

a. Who are in the dialogue? … and …

b. Who ask to go to the beach? …

c. Does his friend agree?...

3. Complete the dialogues with the expressions in the box!

- My boat is broken. I'll fix it. Would you like to help me fix the boat?
- Ok. Thanks Lukman.
- Lukman, are you free this afternoon?

Sardi : _____

Lukman : Yes, I have no plan to do this afternoon. What's going on?

Sardi : _____

Lukman : Yes, of course. I'll come to your place this afternoon.

Sardi : _____

Lukman : You're welcome.

4. Pay Attention

When you asked someone to do something, you can use the following expression:

Asking to do something	Responses
• Would you like to come to my house? • Can you fix the boat for me? • Could you join me? • Will you buy the gasoline for me? • Do you mind to get the box for me?	• Yes of course • Yes, I will • Yes, certainly • Absolutely • I'd love too. • Sorry I can't • I'm very sorry, I can't

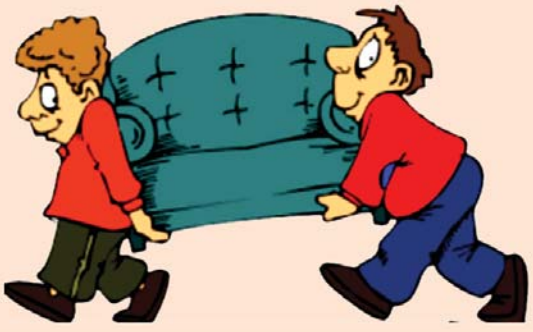
5. Vocabularies

Join	Bergabung	Interesting	menarik
Broken	Rusak	Boat	Perahu
Fix	Membetulkan	Place	Tempat
Plan	Merencanakan	Afternoon	siang

6. Match the pictures with the dialogues!

Source: domppavilino.ru

Fadil : Arya, can you help me lift the sofa?
Arya : Ok. Certainly.



Source: domppavilino.ru

Norman : Sir, could you fix my tap water?
The plumber : Yes of course I can.

7. **Task to do.**

Make dialogues based on the following situations!

a. Your motorcycle has flat tire. You ask the mechanic to fix it.

.....

.....

b. Your trousers were torn. You ask the tailor to sew them.

.....

.....

c. Your house roof is leaked. You ask the carpenter to fix your roof.

.....

.....

d. You need some stamps. You ask your brother to buy them for you in the post office.

.....

.....

e. You can't get the soap in the highest rack. You ask the shop keeper to get it for you.

.....

.....

C. Activity 3: Prohibiting to do something and the responses

1. **Read and Learn!**

Source: koranbernas.id

Mr. Nurdin : Tono come on, we should be hurry! Don't be late.
Tono : Yes, Father. I'm ready to go.
Mr. Nurdin : Don't forget to bring all your equipment.
Tono :Ok father. Don't worry.

Source: sahabatkeluarga.kemdikbud.go.id

Father : Santi, you mustn't be lazy. You will have your examination tomorrow.
Santi : Yes, Dad. I'll continue my study this afternoon.
Mother : Don't watch the TV too much.
Santi : All right, Mom.

2. **Pay attention to the conversations above! Learn the sentences in bold style!**

   a. Don't be late

   b. Don't forget to bring the equipment.

   c. You mustn't be lazy.

   d. Don't watch the TV too much.

The sentences above are prohibition expression. The expression is used to prohibit someone in doing something.

3. **Pay Attention**

If you want to give and respond prohibition, you can use the following expressions!

PROHIBITION EXPRESSION

Prohibition Expressions	Responses
• Don't go away • You mustn't go away • Don't be lazy • You mustn't be lazy	• Ok • Sure • Of course • Alright • No problem

4. Vocabularies

Hurry	Buru-buru	Equipment	perlengkapan
Late	Terlambat	Examination	Ujian
Forget	Lupa	Clothes	Pakaian
Worry	Khawatir, cemas	Midday	Tengah hari
Prohibit	Melarang	Noise	Berisik
Spend	Menghabiskan	Bring	membawa

5. Exercises

Observe the following pictures. Make prohibitions expressions based on the pictures!

 Source: en.wikipedia.org	 *Source: cpcsigns.com*	 *Source: clipartXtras.com*
Don't smoke. *You mustn't smoke here.*	.....	.....
 Source: en.wikipedia.org	 *Source: cpcsigns.com*	 *Source: clipartXtras.com*
.....	.....	.....

6. **Task to Do**

Make prohibitions based on the following situations!

a. Ardi is watching TV for three hours. His mother prohibits him to watch TV. What would Ardi's mother probably say in prohibition expression?

- Don't watch TV too much, your eyes will be sick!

b. Mr. Amir prohibits Mona to spend a lot of money to buy clothes. What would Mr. Amir say?

_____

c. Mrs. Kustini prohibits Mardi to play under the rain. What would Mrs. Kustini say?

_____

d. Setyo prohibits Cahyo to play his toys. What would Setyo say?

_____

e. Niken prohibits her little brother to go to the beach at the midday because it's hot. What would Niken say?

_____

f. Mrs. Nuriyah prohibits Anto to make noise because his little brother is sleeping. What would Mrs. Nuriyah say?

_____

D. Activity 4: Asking for Permission and the Responses

1. Read and Learn!

Source: https://forbesimg.com

Budi : Mom, May I go camping on the beach with my friends?
Mother : When will you go camping?
Budi : Saturday evening.
Mother : Ok. But be careful
Budi : Alright Mom. Thank you
Mother : Ok. But be careful
Budi : Alright Mom. Thank you

2. Read

a. Who are on the conversation?... and …

b. What does Budi say to his mother?.....

.....

c. Does his mother permit him?.....

3. Pay Attention

When you ask for permission to others you may use the following expressions:

Asking for Permission	Giving permission	Refusing permission
• May I use your pen? • Can I go with you? • Do you mind if I come to your house? • Is it okay if I borrow your car? • Could I take a rest now?	• Yes of course • Sure • Ok • Yes, you can • No I don't mind	• I'm sorry you can't • Sorry • No, you don't • No, you can not • Sorry, you aren't permitted • You are mot allowed

4. Match the permission expressions in column A and their responses in column B. Draw a line!

Asking for Permission	Giving permission
a. Can I borrow your hat please, it's very hot on the beach. b. Mom, May I swim in the sea? c. Do you mind if I take your seat? d. Is that okay if I drink this water? e. Could I have some food to take into the room?	a. No, you can't. The wave is dangerous. b. It's Okay if you have my seat. c. No, it's not okay. The water is dirty. d. Yes, you can. e. Yes, here you are.

5. Task to Do

Make the permission expressions and the response based on the situations below:

a. You ask your mother permission to allow you to go to the movie with Angga. But your mother doesn't give you permission.

.....

.....

b. Ahmad asks the security permission to enter the director office. The security doesn't give Ahmad permission because the director is in a meeting.

.....

.....

c. Novi asks her teacher permission to go to the bathroom. Her teacher gives her permission.

.....

.....

d. Dewi asks her husband permission to buy a new sofa. The old one is broken. Her husband agrees with Dewi's plan to buy a new sofa.

.....

.....

e. Noval asks her father permission to play futsal in the stadium. His father doesn't allow him to play futsal because Noval is still in his recovery from his broken leg.

.....

.....

UNIT 2 COME AND JOIN US

Comprehending about the invitation and greeting cards
Practice to construct the invitation and greeting cards
Character building: Politeness, confidence, cooperate communicative

LEARNING ACTIVITIES

A. Activity 1: Writing an invitation card

Lead-in
Have you ever send an invitation card?

1. Read and Learn!

Source: www.canva.com

Who has the party?.....

How old is Olivia?.....

What party will be held?.....

When the party will be held?.....

Where the party will be held?.....

Source: www.canva.com

What invitation is it?.....

When is the invitation?.....

Where the event will be held?.....

2. Pay Attention

Invitation card use for many occasions such follow:

• Birthday	• Graduation
• Wedding	• Circumcision
• Engagement	• Retiring
• Holiday	• Bridal shower
• Move to a new house	• Baby shower
• New born baby	• Grand opening
• New year	• Farewell Party

Before making an invitation, you may check the contents, such as :

- What kind of party it is?
- Who invites the party?
- When will the party be held?
- Where will the party be held?
- Is there special request; dress code, colour, gift, door prize, potluck

3. 3. Match the invitation cards with the occasions. Draw the line!

 Source: invitations4u.com	**Chinese New Year**
 Source: pinterest.com	**Move to a new house**
 Source: sampleinvitationss123.com	**Bridal Shower Party**
 Source: 123rtf.com	**New born baby party**

4. Exercises

Complete the cards below use the suitable words or phrases

Dear ..... **(1)** **I Would like (2)** ..... **you** **to my (3)** ..... **The party is on (4)** ..... **at** ..... **(5)** **Dress code (6)** .....
Birthday party - black and white - Havana Restaurant - June 12th 07.00 PM - Agus - invite

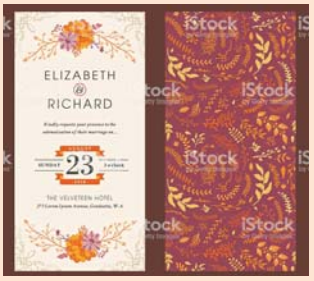
Come and (1) ..... us **in our (2)** ..... **party** **We will held the party on (3)** ..... **Come to (4)** ..... **(5)** ..... **floral** **Don't miss it** **(6)** ....., Anita
Beach - dress code - Kayangan Beach - Saturday,07.00 PM - love - join

5. Vocabularies

Birthday	Ulang tahun	Wedding	Pernikahan
Engagement	Pertunangan	Holiday	Liburan
Move to a new house	Pindahan rumah	New born baby	Kelahiran bayi
New year	Tahun baru	Graduation	Lulusan
Circumcision	Khitanan	Retiring	Pension
Bridal shower	Selamatan menjelang pernikahan (Jawa midodareni)	Baby shower	Selamatan kehamilan (Jawa 7 bulanan/mitoni)
Grand opening	Pembukaan (rumah makan, toko)	Farewell party	Perpisahan
Potluck	Pesta seadanya	Dress code	Pakaian/seragam

6. Task to Do

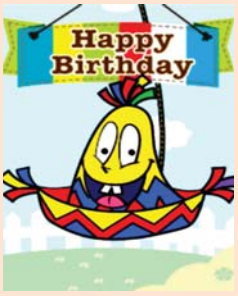
Make your own invitation card based on the situation below! Make 5 sentences each card!

 Source: freepik.com	…… …… …… …… …… ……
 Source: Source: 123rf.com	…… …… …… …… …… ……
 Source: pinterest.com	…… …… …… …… …… ……
 *Source: istockphoto.com*	…… …… …… …… …… ……

B. Activity 2: Writing a greeting card

Lead-in
Have you ever written a greeting card?

1. Read and Learn!

 Source: canstockphoto.com	Dear Annisa, Happy Ramadhan Kareem. Wish you healthy and strength to have fasting. May Allah always bless you. Amen. Love, Alifa
 *Source: holidaycard.com*	Dear Ani, Happy birthday to you, wish you all the best in the world. Full of joy and happiness. Love, Intan
 Source: pinterest.com	Dear Ms. Ayu Thank you for being my wonderful teacher. I'm very happy to have you as my teacher. Good luck and best for you. Love, Mia

2. Pay Attention

Greeting card is a card for greeting someone contains of supporting sentences, prayers, and hopes.

Greeting	Occasion
• Happy birthday • Good Luck • Best wishes • Congratulations • Thank you • Bon voyage • Happy wedding • Happy for your baby • Get well soon • etc	• Birthday • Wedding • Graduation • New job • New house • New born baby • Grand opening • Retiring • Farewell • etc

3. Match the greeting on each card (Column A) with its occasion (Column B). Draw a line

Greeting	Occasion
a. Happy wedding day. Great couple ever. Wish you happily ever after. b. Congratulation for your graduation. Be success more and more. c. Thank you for being a great mother. May happiness is always with you. d. Good luck. Hope you enjoy the new job. e. Happy retirement. Enjoy the spare time with joy and happiness.	a. Retirement b. Graduation Day c. Wedding Day d. Farewell party e. Mother's Day

4. Vocabularies

Good luck	Semoga berhasil	Best wishes	Doa terbaik
Bon voyage	Selamat jalan	Congratulation	Selamat
Happy wedding	Selamat menempuh hidup baru	Retiring	pensiun

5. Task to Do

Write your greeting cards in your own words based on the occasions below

Source: tes.com

.....
.....
.....
.....
.....

 Source: https://www.techicy.com	…… …… …… …… …… ……
 Source: wcmanual.com	…… …… …… …… …… ……

GRAMMAR ZONE

Pada modul ini Grammar Zone yang diperkenalkan adalah Kalimat Imperative. Berikut beberapa penjelasan terkait dengan kalimat Imperative.

The Imperatives

A. Kegunaan Imperative

Imperatives digunakan untuk membentu kalimat perintah. Untuk membentuknya digunakan verba dasar (Verb I).

Ada dua jenis imperative yaitu;

1. Positive Imperative; biasanya digunakan untuk menginstruksikan. Contoh:
   - Speak up!
   - Close the window!
   - Break the glass!
2. Negative Imperative; biasanya digunakan untuk melarang. Contoh:
   - Don’t speak!

- Don’t close the window!
- Don’t break the glass

B. Fungsi Imperatives

Fungsi Imperative antara lain:

1. Perintah Langsung; Come in, sit down
2. Instruksi (instruction); open your book, take the pills
3. Mengundang; Come here, come in, come on.
4. Papan tanda: Don’t enter, keep clean, Keep the grass
5. Nasihat; Tell how is your feeling, listen to me

SUMMARY

The summary of the module can be written as follows:

1. **Unit 1**

   Unit 1 consists of four activities, those are;

   a. Instructions and responses. Such expressions to give instructions, for examples:
      - Open the door please
      - Clean the house.
      - You must study hard.

   b. Asking to do something and responses. Such expressions to ask to do something, for examples:
      - Would you like to go to the beach?
      - Can you help me fix the boat?
      - Could you help me lift the box on the boat?
      - Will you replace the gas for me?

   c. Prohibiting to do something and responses. Such expressions to prohibit someone, for examples:
      - Don’t go anywhere
      - You mustn’t smoke here

d. Asking for permissions. Such expressions to ask permissions, for examples:

- Can I borrow your car?
- May I join you to the party?
- Is it okay if I use your bicycle?
- Do you mind if I borrow your money?

2. Unit 2 consists of two activities, those are:

a. Invitation card; to invite someone

For examples; birthday party, wedding party, graduation, grand opening, move to new house, new born baby, farewell party, etc.

b. Greeting card; to greet someone and give support, wishes and prayers.

For examples; birthday, wedding, graduation, new job, new position, teacher's day, mother's day, championship, etc.

EVALUATION

A. Choose the correct answer!

1. Look at the picture. What would the father probably tell to his daughter?

Source: www.shutterstock.com

a. Open the door, please
b. Clean the table, please.
c. Sweep the floor, please.
d. Sweep the roof, please.

2. Complete the following dialogue!

Mrs. Amalia : The blackboard is dirty. … …, please.

Ajeng : Yes, madam.

a. Sweep it, please.
b. Clean it, please.
c. Push it, please.
d. Dry it, please.

3. Ali : It's so hot today. … … … … … …

   Aji : I'm so sorry, the fan is broken.

   a. Would you please switch off the fan?

   b. Can you fix the fan, please!

   c. Can you switch the fan on?

   d. Will you buy the fan, please?

4. Look at the sign. What is the best sentence for the sign below!

Source: cpcsigns.com

   a. Don't cross the street.

   b. You mustn't pass the street.

   c. Don't play in this street.

   d. You mustn't park here.

5. Mother : Your grandfather is sleeping. …….

   Anton : Yes, Mom. Sorry.

   a. Don't be lazy

   b. Don't be noisy

   c. Don't be crazy

   d. Don't be late

6. Isma : Mom … … … … …

   Mother : Yes, you can. Please at home at 9.00 pm.

   a. May I go to the school exhibition tonight, Mom?

   b. Can I do the homework, Mom?

   c. May I buy a new dress, Mom?

   d. Can I have a school examination, Mom?

7. Complete the invitation card below!

   a. Anita – wedding party – June 1st – 19.00 – Cakra House

   b. Cakra House – Anit –– June 1st – 19.00 –- wedding party

   c. June 1st Anita – wedding party —– Cakra House - 19.00

   d. wedding party – June 1st – Anita – 19.00 – Cakra House

Source: cpcsigns.com

8. What is probably the invitation card below for?

Source: dreamstime.com

   a. Wedding party
   b. Birthday party
   c. Soft opening party
   d. Graduation party

9. Complete the greeting card below!

Dear Ayu Happy 17th ___ to you. All the best ___ for you. May you always be ___. Love, Sitha	

   a. Wishes – birthday – happy
   b. Happy – birthday – wishes
   c. Happy – wishes – birthday
   d. Birthday – wishes – happy

10. What is the greeting card below probably for?

 Source: archiesonline.com	a. Ramadhan Kareem b. Eid Mubarak c. Eid Al-Adha d. Prophets Birthday

B. Answer the questions briefly!

1. The door's key is broken. … … please.
2. Look at the sign! What's the best prohibition sentence for the sign below!

Source: seton.com

.....

.....

.....

.....

3. Amir : Can I borrow the motorcycle, please?

   Father : _____. You are not 17 years old yet.

4. Write your invitation card based on the picture below!

Source:vastuuonminun.info

.....

.....

.....

.....

5. Write your greeting card based on the picture below!

Source:http://shutterstock.com

.....

.....

.....

.....

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Dilindungi Undang-Undang

Easy English for Package B
Modul 7 : Such A Great View: People, Birds, and Sand

- **Penulis:** Yuniarti

- **Diterbitkan oleh**: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-
  Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan
  Kebudayaan, 2018

iv+ 36 hlm + illustrasi + foto; 21 x 28,5 cm

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

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SUCH A GREAT VIEW: PEOPLE, BIRDS, AND SAND

Guideline

How to use this module?

There are several steps in using this module!

L **Guideline**	**Step 1** **Read the guideline!** Guideline is a general explanation how to use the module on each step. (Petunjuk penggunaan adalah penjelasan umum bagaimana menggunakan modul ini pada setiap langkah)
O **Learning Outcomes**	**Step 2** **Read the learning outcomes!** Learning outcomes are the outcomes that a learner should accomplish. (Tujuan atau capaian pembelajaran yang harus dipenuhi oleh peserta didik)
 Learning Activities	**Step 3** **Do the learning activities!** Learning activities are various activities to help a learner to develop the language skills. (Kegiatan pembelajaran yang membantu peserta didik mengembangkan ketrampilan berbahasa).

 Summary	**Step 4** **Read the summary!** Summary is a brief explanation to remind the learner about the previous material. (Rangkuman merupakan penjelasan singkat untuk mengingatkan kembali peserta didik terhadap isi materi).
 Grammar Zone	**Step 5** **Grammar Zone!** In this session you have to pay attention to the grammar related to the content of unit. (Pada bagian ini, Anda harus memperhatikan grammar yang sesuai dengan isi materi pada unit tersebut).
 Evaluation	**Evaluation!** Evaluation is certain short test to make sure whether the learners mastering the lesson very well. (Evaluasi adalah beberapa soal pendek yang diberikan untuk memastikan bahwa peserta didik telah menguasai materi dengan baik).
 Completeness Criteria	**Step 6** **Set the completeness criteria!** Completeness Criteria is several criteria a learner should complete to finish this module before continuing to the next module. (Kriteria ketuntasan adalah kriteria yang harus dipenuhi oleh peserta didik untuk menyelesaikan modul ini).
 Additional References	**Step 7** **Pay attention to this!** Additional references to enrich materials in order to develop language skill. (Referensi atau sumber belajar lain yang dapat digunakan peserta didikuntuk menambah kemampuan berbahasanya.)

NOTE: Use the DICTIONARY when it is necessary (Gunakan kamus apabila diperlukan).

UNIT 1

TOO MANY BIRDS ON THE BEACH

- Comprehending; People's number, animal's number, and thing's number.
- Practice to construct about people's number, animal's number and thing's number.
- character buildings; Discipline, Politeness, confidence, collaboration, Religious

A. Activity 1: Asking about People's Number

Lead-in

How do you say when you ask the number of people in a certain place?

1. Look at the picture and pay attention!

	Mr. Ibnu : **How many** children are in the beach? Ibas : **There are a few** children on the beach
	Daya : **How many** children are in the beach? Dani : **There are many** children on the beach

	Imam : **How many** people are in the beach? Imron : **There is only a person** on the beach

2. Answer the questions based on the pictures above!

a. Picture 1
   1) Who are they in the dialogue?...
   2) What are they talking about?...
   3) Are there many people on the beach?...

b. Picture 2
   1) Who are they in the dialogue?...
   2) What are they talking about?...
   3) Are there many people on the beach?...

c. Picture 3
   1) Who are they in the dialogue?...
   2) What are they talking about?...
   3) Are there many people on the beach?...

NOTE:

There are more than one person on picture 1 and picture 2.
There is only one person on picture 3
Asking about people's number we use:
How many …

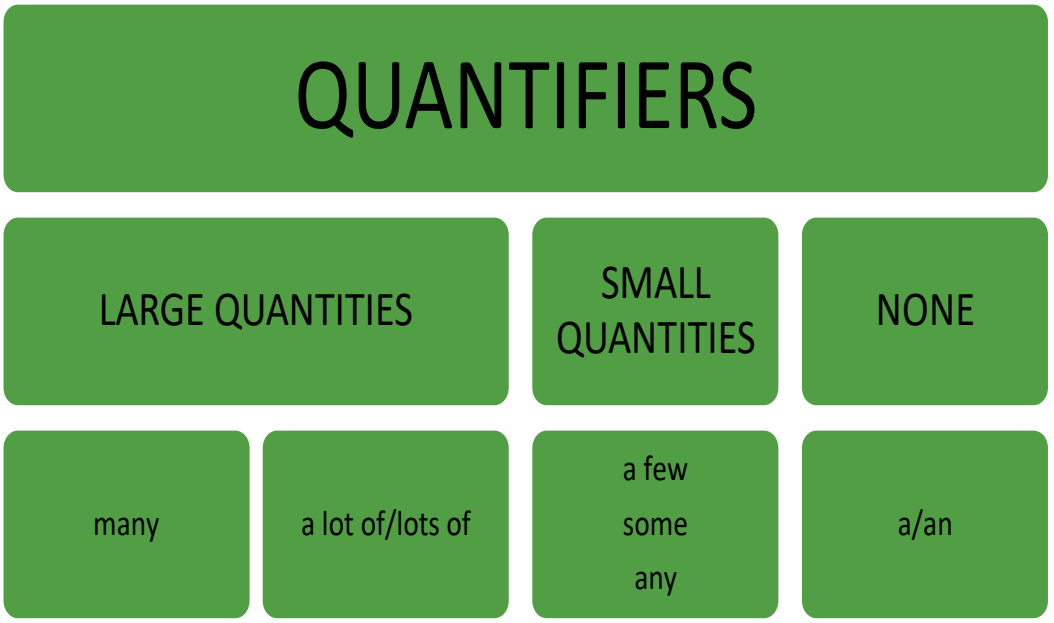
3. Read and complete the sentences

Now complete the sentences using **there are/there is** or **there aren't/there isn't**

... many people on the bus	... a few girls in the gym.
... an old man in the library.	... some people in doctor's room.
... any students in the classroom	... many children in the playground.

4. Pay Attention

There are some quantifiers use to mention the number of people, those are:



QUANTIFIERS AND THE USAGE

Quantifiers	Usage	Means
Some	Positive sentence	Beberapa
Any	Negative sentence	beberapa
Many	Positive/negative sentences	banyak
A few	Positive/negative sentence	sedikit
A lot of	Positive/negative sentence	Banyak
a/an	Positive/negative sentence	seorang

5. Complete the sentences using *some/any/many/a few/a/an* (choose one)!

a. There is (many/a) boy in the playground.
b. There are (some/any) ladies in the market.
c. There are (some/any) people in the bus station
d. There are (a few/a) men in the waiting room.
e. There is (a/an) old woman sitting in the park.
f. There isn't (some/a) soldier in the hall.
g. There aren't (a/some) sailors in the fish market.
h. There are (a lot of/a) policeman standing in front of the hotel.
i. Thera are (some/any) nurses in the nursing room.
j. There is (some/a) teacher in the school yard.

6. Vocabularies

Playground	taman bermain	Market	pasar
Bus station	stasiun bis	Waiting room	ruang tunggu
Park	taman	Soldiers	tentara
Hall	aula	Sailors	pelaut
Fish market	pasar ikan	School yard	halaman sekolah

7. Task to do!

a. Please check on the link below: https://www.youtube.com/watch?v=tBPHmLuYSqU
b. Then make a conclusion based on the video you have watched.
c. Make 10 sentences used some/any/many/a few/ a or an.

B. Activity 2: Asking about Things Number

Lead-in

How do you say when you ask the number of things?

1. Read and Learn

	Mr. Bono : **How many** boats are there on the beach? Mr. Suka : **There are many** boats on the beach
	Mr. Kris : **How much** money is there in your pocket? Mr. Adi : **There is** only a little money I have
	Mr. Hatta : **How much** sand is on the beach? Mr. Imam : **There is much** sand on the beach

2. Answer the Questions!

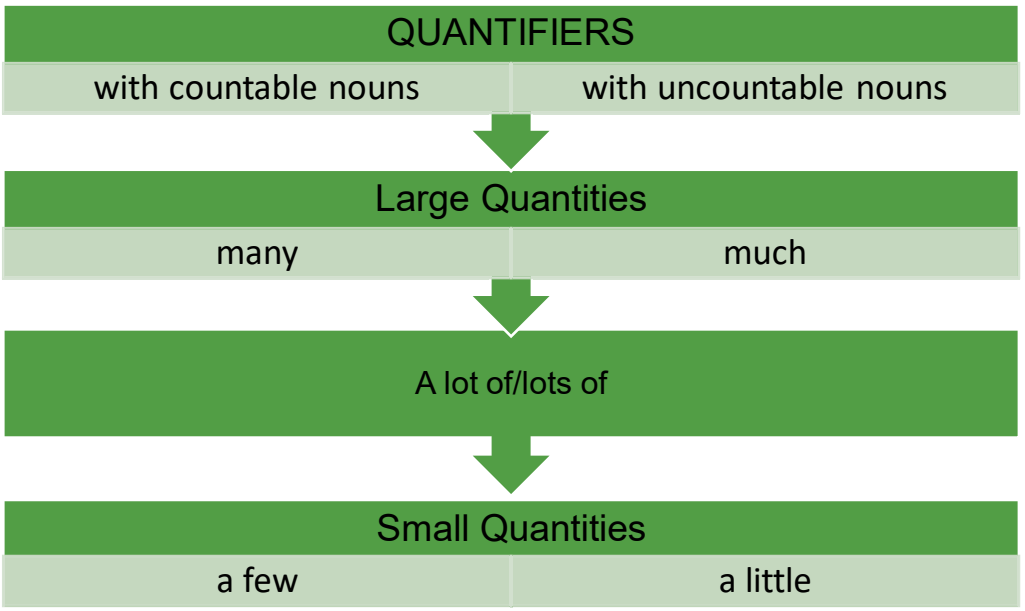
a. Picture 1
   1) Who are they in the dialogue? …
   2) What are they talking about? …
   3) Are there a lot of boats on the sea? …

b. Picture 2
   1) Who are they in the dialogue? …
   2) What are they talking about? …
   3) Is there a lot of money in the pocket? …

c. Picture 3
   1) Who are they in the dialogue? …
   2) What are they talking about? …
   3) Is there a lot of money in the pocket? …

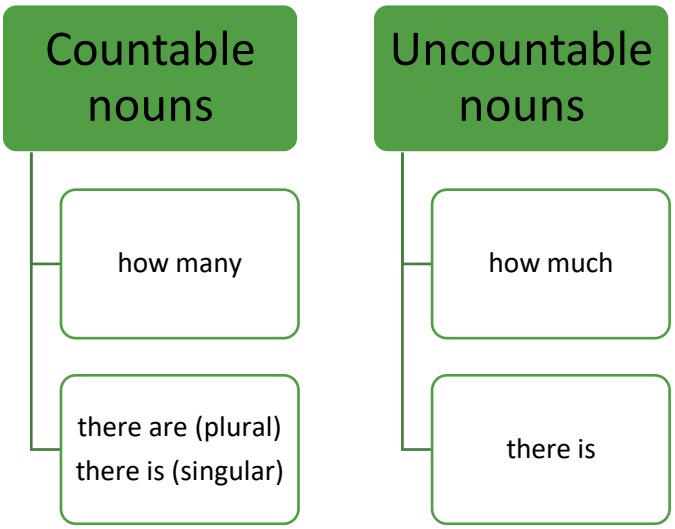
3. Pay Attention!

There are some quantifiers use to mention the number of things, those are:



Note: Countable nouns→ benda yang dapat dihitung

Uncountable nouns→ benda yang tidak dapat dihitung



4. Complete the sentence with *much/many* or *a/an a few/a little*

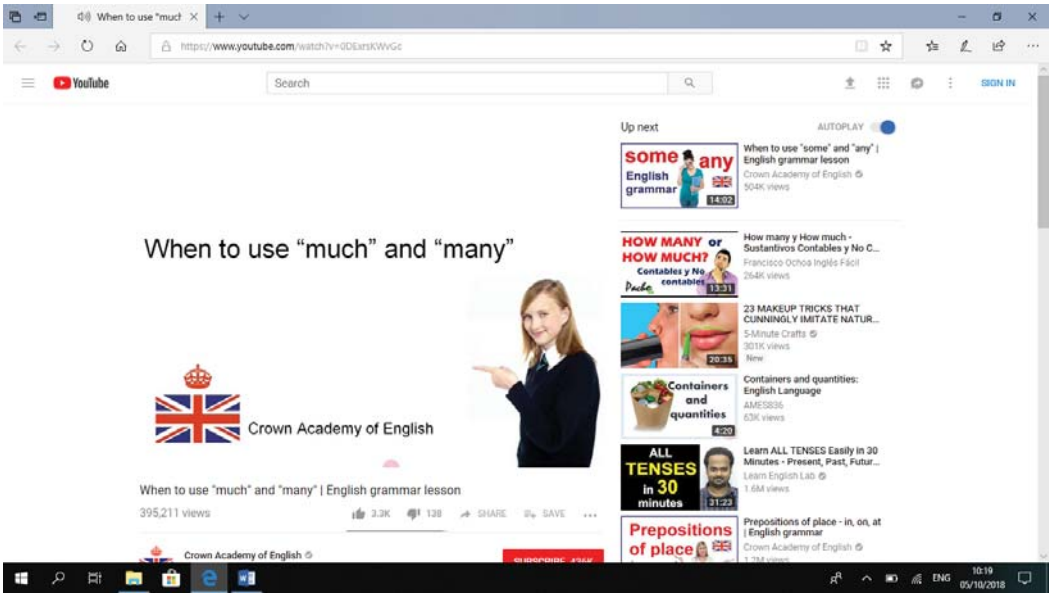
a. There are (many/much) oranges on the table.
b. There is (many/much) bread in the table.
c. There (many/much) eggs in the refrigerator.
d. There is (many/much) butter in the refrigerator.
e. There is (a/an) apple on the plate.
f. There is (a/an) knife beside the apple.

g. There is (a few/a little) oil in the bottle.
h. There are (a few/a little) tomatoes in the basket.
i. There are (much/many) boats on the beach.
j. There is (much/many) salt in the kitchen

6. Vocabularies

Countable Nouns Plural (with -s)		Uncountable Nouns Plural (without –es)	
tomato	tomat	salt	garam
wallet	dompet	sand	pasir
egg	telur	bread	roti
boat	perahu	money	uang
knife	pisau	sugar	gula
apple	apel	cheese	keju
refrigerator	kulkas	snow	salju
bottle	botol	food	makanan
basket	keranjang	rice	beras
pocket	saku	oil	minyak
plate	piring	butter	mentega

6. Task to do



a. Please check to the link below: https://www.youtube.com/watch?v=0DExrsKWvGc
b. Do the following:
   - Watch and learn the video.
   - Make a summary based on the video.
   - Then:

c. Then:

- Find other ten (10) countable nouns and ten (10) uncountable nouns from other resources (such as; books, magazines, TV, films, songs).

C. Activity 3: Asking About Animal's Number

Lead-in

What do you say when you asked about animal's number?

1. Read and Learn!

	Rudi : How many birds are there on the beach? Irma : There are a lot of birds on the beach.
	Ivan : How many shells are there on the beach? Fani : There are a few shells on the beach.

Deni : How many fish are there in the aquarium?

Dian : There are many fish in the aquarium.

2. Pay Attention

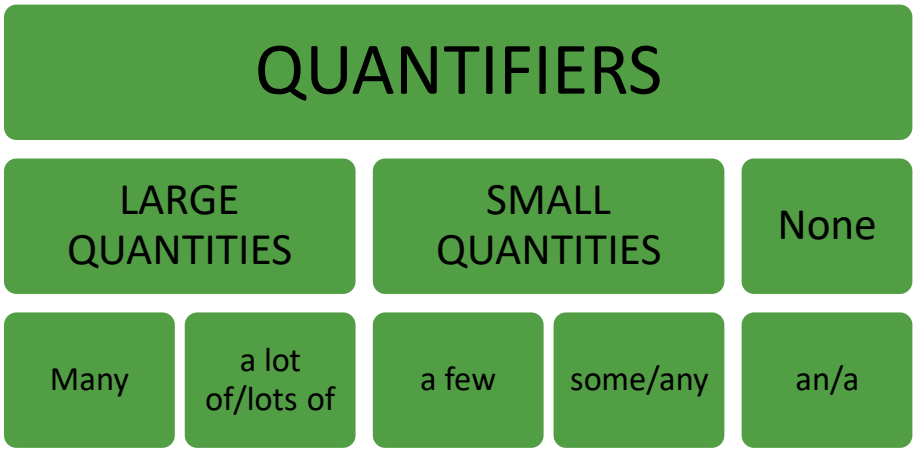
NOTE:

Asking about animal's number we use:

How many …

There are for plural animals

There is for one animal



3. Arrange the scrambled words below into a good sentence!

a. Are – yard – there – in – the – some – deer
   There are some deer in the yard.

b. Fish – there – in – the – pan – are - a lot of

   _____

c. Grills – my –squids – mother – and – shrimps – some

   _____

d. Found – eggs – beach – some – with – their – on – the – I – turtles

_____

e. Only – hammer – world – whales – in – the – a few – head

_____

f. There – this – river – is – no – in – crocodile

_____

g. There – a – in - this - dolphin - aquarium - isn't

_____

h. are - some - killer – sharks – there – this – in – strait

_____

i. is - an - across - beach - octopus - the - there

_____

j. find - I - a - fish - seaweed - near - the - star

_____

4. Vocabularies

Deer	rusa	Yard	halaman
Star fish	Bintang laut	Pan	panci
Grilled	bakar	Squid	Cumi-cumi
Shrimp	udang	Turtle	Kura-kura
Hammer head whale	Paus kepala martil	Crocodile	buaya
Dolphin	Lumba-lumba	Shark	hiu
octopus	gurita	seaweed	Rumput laut

5. Task to Do

Find 10 (ten) name of animals which live in the farm. Then make sentences based on the name of animals.

a. I see many **ducks** in the rice field.

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

UNIT 2 ENJOY THE SUNSET

- Write well about: daily activities, habits, general truth
- Speak well about: daily activities, habits, general truth
- Character building:
  Discipline, Politeness, confidence, collaborate, religious

A. Activity 1: Talking About Daily Activities

Lead-in

- What time does a sailor usually go to the sea?
- What time does they come to the beach?

1. Read and Learn!

The fishermen go to the sea at 18.00 pm	They come to the seashore at 07.00 am
They go to the fish market at 09.00 am.	They take a rest at their boat at 12.00 am

2. **Answer the Questions!**

   a. What time do the fisherman go to the sea?
   b. What time do they come to the sea shore?
   c. What time do they go the fish market then?
   d. What time do they take a rest?

3. **Pay Attention**

My Daily Activities as A Fisherman	**Story of A Fisherman's Wife**
• I **go** to the sea with my partner at about 21.00 pm. • We **are** in the sea to catch the fish for about 7 hours. • Then at 3.00 am we **go** to the sea shore and **arrive** at about seven o'clock. • Then, we **go** to the fish market to sell our fish catch. • Sometimes we **go** home to take a rest or just stay in our boat. • We **take a nap** for a while. • Until the time we **have** to go back to the sea again.	• My husband **goes** to the sea every night. • He **catches** the fish for 7 hours. • He **comes** back to the sea shore at 07.00. • Then he **goes** to sell the fish at the fish market. • I **prepare** for his lunch at 12 o'clock. • He **sleeps** and **takes** a rest until night. • Then he **has** to go back to the sea at 21.00 pm.

4. Exercises

Now complete the daily activities table of a teacher below!

TIME	ACTIVITIES
06.30 – 07.00	Mrs. Anna **goes** to school to teach the students
07.00 – 14.00	She … Math for the students for 7 hours.
14.00 – 14.30	She … back to her house to meet her family
14.30 – 17.00	She … … for a while and play with her children.
17.30 – 18.00	She … a bath
18.00 – 20.00	She and her family …TV and … family dinner
20.00	She … to bed. Ready for tomorrow activities.
takes a rest teaches watch takes goes have goes	

5. Vocabularies

Seashore	tepi pantai	Catch	menangkap
Take a nap	tidur siang	Take a rest	istirahat
Take a bath	mandi	Arrive	tiba

6. Task to Do

Now, make a comparison table for your mother activities and yours. Do with your own sentences!

Mother's activities	Time	My activities
	05.00 – 06.00	
	06.00 – 07.00	
	07.00 – 12.00	
	12.00 – 13.00	
	13.00 – 15.00	
	15.00 – 17.00	
	17.00 – 18.00	
	18.00 – 20.00	
	20.00 – 21.00	
	21.00 – 04.00	

B. Activity 2: Talking About the Habits

Lead-in

- What do you say when you talk about habits?
- What is habit?

1. Read and Learn!

Source: dreamstime.com	Source: everypixel.com	Source:en.fotolia.com
Hasan always goes to the mosque every Friday	Mrs. Rina sees the doctor sometimes.	Mrs. Alifa usually buys some fruits on Sunday.

2. Pay Attention

Pay attention to these sentences:

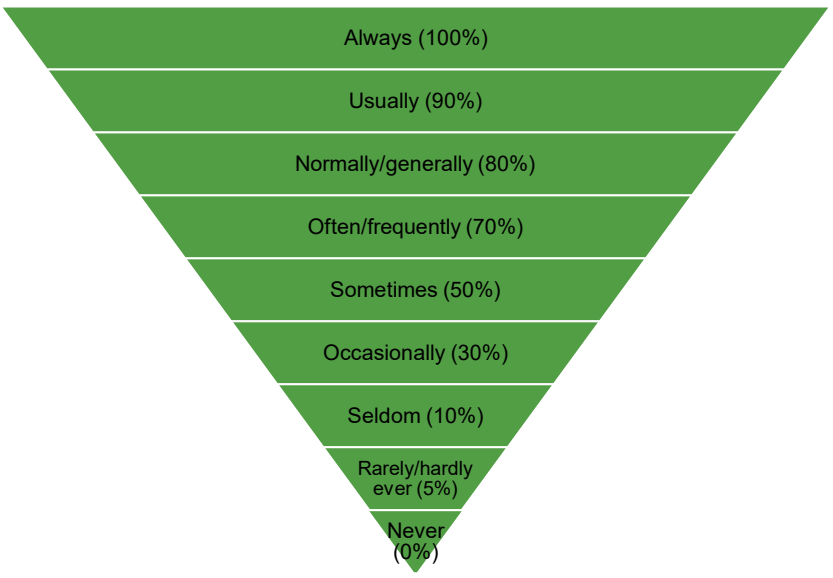
a. Hasan **always** goes to mosque every Friday.
b. Mr. Rina sees the doctor **sometimes**.
c. Mrs. Alifa **usually** buys some fruits on Sunday.

Note:

Always, usually, and sometimes are some examples of adverb of frequency.

To show habit, sometimes need adverb of frequency to show how often the habit is**.**

List of Adverb of Frequency



Examples:

a. Suci **always goes** to her grandma's house every evening.
b. I **usually go** to the fish market every Saturday.
c. The students **generally do** the Flag ceremony every Monday.
d. Maya **often rides** her bicycle to go to school.
e. Muti **sometimes joins** the dancing club on Wednesday.
f. Novi and her brother Nova **occasionally practice** wall climbing.
g. My sister **seldom cooks** at home. She prefers to buy in a restaurant.
h. I **rarely eat** seafood.
i. My father **never goes** everywhere by bus. He is allergic on the smell of bus.

3. Now rewrite the complete sentence using the adverb of frequency in its correct position!

a. Sofia practices gym in the hall. (often)
b. Nungki and Harris perform dancing in art exhibitions. (sometimes)
c. My uncle uses his wheel chair. (always)
d. My grandfather takes a little walk in the morning. (usually)
e. I have middle test on August. (normally)
f. Kurnia goes to school alone. His big brother always accompanies her. (never)
g. Masita wears skirt. She prefers wears trousers. (rarely)
h. Burhan and Amir drive their car. They go everywhere by bus sometimes. (seldom)
i. My aunt cooks Javanese food for the whole family. (occasionally)
j. My best friend Rina visits me every December. (generally)

4. Vocabularies

e. Always : Selalu
f. Usually : Biasanya
g. Normally/generally : umumnya/normalnya
h. Often/Frequently : sering
i. Sometimes : kadang-kadang
j. Occasionally : sewaktu-waktu
k. Seldom : Jarang
l. Rarely : jarang sekali
m. Never : tidak pernah

5. Task to Do

In your own, build 10 (ten) sentences using the adverb of frequencies; **always, usually, generally, often, sometimes, occasionally, seldom, rarely, never, frequently**. Sentences

describe yourself (habit, hobby)

Examples: I always have a walk in the morning.

I never go swimming.

a. .....
b. .....
c. .....
d. .....
e. .....
f. .....
g. .....
h. .....
i. .....
j. .....

C. Activity 3: Talking About the General Truth

Lead-in

- Where does the sun rise?
- When does the sun set?

1. Read and Learn!

	Nuri : Susan, where does the sun rise? Susan : Everybody knows. The sun rises in the east
	Nuri : Now Susan, where does the sun set? Susan : It's so easy. The sun sets in the west.

2. Pay Attention

General truth is something that people knows well. General truth is believable and everybody believes it absolutely.

In English we use Simple Present Tense to express general truth

Look at the examples of general truth below:

The earth is round.	Tiger is a carnivore.

Fish lives in the water	Birds flies on the sky

3. Complete the sentence as the general truth of each. Do as the examples:

a. Human walks with two legs. Cat walks with four legs.
b. Fish lives in water. Birds … … …
c. Tiger eats meat. Cow … …
d. The rainy seasons come in January. The dry seasons … … …
e. Kuala Lumpur is the capital of Malaysia. Manila … … … … …
f. Japan is in Asia. Congo … … …
g. Earth is a planet. Sun … … …
h. My aunt is a lady. My uncle … … …
i. A farmer works in a farm. A fisherman … … … ….
j. A pilot flies a plane. A driver … … …

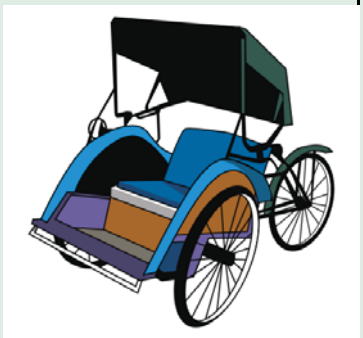
4. Vocabularies

Rise	Terbit	Set	Tenggelam
Earth	Bumi	Round	Bulat
Carnivore	Pemakan binatang	Rainy seasons	Musim hujan
Dry seasons	Musim kemarau	Capital	ibukota

5. Task to Do

Write down three general facts for each picture below:

 Source: amazon.co.uk	a. …… …… b. …… …… c. …… ……

Source: freepic.com	a. …… …… b. …… …… c. …… ……
Source: kompasiana.com	a. …… …… b. …… …… c. …… ……
Source: ayuprint.com	a. …… …… b. …… …… c. …… ……
 Source: harian7.com	a. …… …… b. …… …… c. …… ……

GRAMMAR ZONE

Pada modul ini Grammar zone yang diperkenalkan adalah **Simple Present Tense**. Sebagaimana dicontohkan pada modul ini maka Simple Present digunakan untuk:

1. Daily Activities/Daily Routine; yaitu kegiatan yang dilakukan sehari-hari.
2. Habit (kebiasaan); yaitu kegiatan yang menjadi kebiasaan atau dapat juga hobby.
3. General truth (kebenaran umum); yaitu segala sesuatu yang sudah menjadi kebenaran umum.

Perhatikan hal-hal berikut berkaitan dengan **Simple Present Tense** beserta contohnya:

1. Affirmative Sentence

a. Nominal Sentence (tanpa verb/kata kerja)

Subject	To be (is, am, are)	
I	am	happy
She	is	hungry
He	is	thirsty
You	are	late
We	are	in the living room
They	are	confused

b. Verbal Sentence (dengan verb/kata kerja)

Subject	Infinitive (es/s)	
I	go	to school
She	studies	English
He	goes	fishing
You	come	late
We	do	our job
They	bring	a lot of fish

2. Negative Sentence

a. Nominal Sentence

Subject	To be (is, am, are)+not	
I	am not	happy
She	isn't (is not)	hungry
He	isn't	thirsty
You	aren't	late

We	aren't	in the living room
They	aren't	confused

b. Verbal Sentence

Subject	Do/does not	Infinitive	
I	don't (do not)	go	to school
She	doesn't	study	English
He	doesn't	go	fishing
You	don't	come	late
We	don't	do	our job
They	don/'t	bring	a lot of fish

3. Interrogative Sentence

a. Nominal Sentence

To be	subject	
Am	I	happy
Is	She	hungry
Is	He	thirsty
Are	you	late
Are	we	in the living room
Are	they	confused

b. Verbal Sentence

Do/Does	Subject	Infinitive	
Do	I	go	to school
Does	She	study	English
Does	He	go	fishing
Do	You	come	late
Do	We	do	our job
Do	They	bring	a lot of fish

SUMMARY

UNIT 1

People's number :

- Large quantities; many, a lot of/lots of
- Small quantities; a few, some, any
- None; a/an
- Asking; How many

Thing's number :

- Countable nouns; many, a lot of/lots of, a few
- Uncountable nouns; much, a lot of/lots of, a little
- Asking; How much (uncountable), how many (countable)

Animal's number :

- Large quantities; many, a lot of/lots of
- Small quantities; a few, some, any
- None; a/an
- Asking; How many

UNIT 2

Simple Present Tense

Daily activities

- activities each day
- I go to school at 7 o'clock

Habit

- habit, hobbies
- Adverb of frequency; always, usually, sometimes, often, seldom, never, etc
- She never goes to the hospital.

General Truth

- general truth
- The sun rises in the east.

EVALUATION

A. Choose the correct answer!

1. Amin : How many people are in the hall?

   Susan : Oh ... people in the hall.

   a. There is a
   b. There are some
   c. There isn't a
   d. There is any

2. Look at the picture. How many children are in the park?

Source: 123rf.com

a. There are several children in the park.
b. There is some children in the park.
c. There is a few children in the park.
d. There aren't children in the park.

3. Anita : How much money do you have?

   Abbas : Not plenty. I have … money.

   a. A lot of
   b. Lots of
   c. A few
   d. A little

4. Asih : Is there any oil in the kitchen?

   Agus : Yes, ...

   a. There is some oil in the kitchen.
   b. There is a little oil in the kitchen.
   c. There is a few oil in the kitchen.
   d. There is many oil in the kitchen.

5. Look at the picture!

 Source: 123rf.com	……. .. in the pond? a. How much frogs are b. How many frogs are c. There aren't d. There are

6. Akbar : What do you do in Sunday morning, Hasan?

   Hasan : .....

   a. I go to school.
   b. I help my father in the farm.
   c. I am doing my homework.
   d. I am doing the test.

7. Aisyah is a diligent girl. She … helps her mother every day.

   a. Seldom
   b. Never
   c. Rarely
   d. Always

8. Yunita sometimes … gym on Saturday.

   a. practice
   b. practicing
   c. is practicing
   d. practices

9. An elephant has ivories, meanwhile a rhino ...

   a. have horns
   b. have a horn
   c. has horns
   d. has a horns

10. Cinta gets the first rank in the class. She ...

    a. always studies at night.
    b. never studies at night.

c. seldom study at night.
d. rarely study at night.

B. Answer the questions briefly!

1. Arrange the scrambled words into a good sentence!
   classroom – are – a – students – there – few – in – the.

   _____

2. Complete the sentence using the words: cage – are – many
   How …. goats … in the …?
3. Which one is correct?
   a. How many tomatoes are in the refrigerator?
   b. How much tomatoes are in the refrigerator?
4. Budi and Iwan … go swimming. They only go to swimming pool once a month.
5. I … meet him for a long time. I met him once last year.

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Dilindungi Undang-Undang

Easy English for Package B
Modul 8 : Something's Gonna Change

- **Penulis:** Yuniarti

- **Diterbitkan oleh**: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-
  Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan
  Kebudayaan, 2018

iv+ 28 hlm + illustrasi + foto; 21 x 28,5 cm

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

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SOMETHING'S GONNA CHANGE

Guideline

How to use this module?

There are several steps in using this module!

(Kegiatan pembelajaran yang membantu peserta didik mengembangkan ketrampilan berbahasa).

L **Guideline**	**Step 1** **Read the guideline!** Guideline is a general explanation how to use the module on each step. (Petunjuk penggunaan adalah penjelasan umum bagaimana menggunakan modul ini pada setiap langkah)
O **Learning Outcomes**	**Step 2** **Read the learning outcomes!** Learning outcomes are the outcomes that a learner should accomplish. (Tujuan atau capaian pembelajaran yang harus dipenuhi oleh peserta didik)
 Learning Activities	**Step 3** **Do the learning activities!** Learning activities are various activities to help a learner to develop the language skills. (Kegiatan pembelajaran yang membantu peserta didik mengembangkan ketrampilan berbahasa).

S **Summary**	**Step 4** **Read the summary!** Summary is a brief explanation to remind the learner about the previous material. (Rangkuman merupakan penjelasan singkat untuk mengingatkan kembali peserta didik terhadap isi materi).
G **Grammar Zone**	**Step 5** **Grammar Zone!** In this session you have to pay attention to the grammar related to the content of unit. (Pada bagian ini, Anda harus memperhatikan grammar yang sesuai dengan isi materi pada unit tersebut).
E **Evaluation**	**Evaluation!** Evaluation is certain short test to make sure whether the learners mastering the lesson very well. (Evaluasi adalah beberapa soal pendek yang diberikan untuk memastikan bahwa peserta didik telah menguasai materi dengan baik).
C **Completeness Criteria**	**Step 6** **Set the completeness criteria!** Completeness Criteria is several criteria a learner should complete to finish this module before continuing to the next module. (Kriteria ketuntasan adalah kriteria yang harus dipenuhi oleh peserta didik untuk menyelesaikan modul ini).
R **Additional References**	**Step 7** **Pay attention to this!** Additional references to enrich materials in order to develop language skill. (Referensi atau sumber belajar lain yang dapat digunakan peserta didikuntuk menambah kemampuan berbahasanya.)

NOTE: Use the DICTIONARY when it is necessary (Gunakan kamus apabila diperlukan).

UNIT 1 WHAT'S GOING ON?

- Comprehending about: Activities at the time
  Personal Pronouns
- Producing : Activities at the time
  Personal Pronouns
- Character building:
  Discipline, Politeness, confidence, collaboration, religious

A. Activity 1: Something is Happening

Lead-in

What do you say when you ask something which is happening right now?

1. Read and Learn!

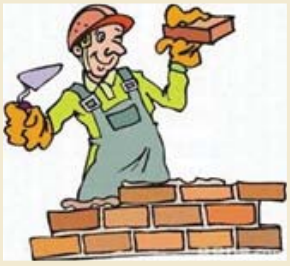
	Akbar : What are Ilman and his father doing? Nita : They are fishing
	Akbar : What is Tari doing? Nita : She is cooking in the kitchen

2. Answer the questions!

a. Who are fishing? .....

b. Who is cooking in the kitchen? .....

3. **Complete the sentences based on the pictures!**

The farmers are cultivating the rice farm	The carpenter	My aunt .....
		
The bricklayer	They	Mr. Hasan .....

4. **Match the questions in column A with it best answer in column B. Write down your answer on the answer sheet below!**

Question	Answer
Are you baking the cookies now?	They are harvesting the rice field
Is Murni driving a car?	They are going to the back yard
Is Ahmad playing guitar?	I am eating meatball
Where are they going?	No, she isn't. She is riding a motorcycle
What is Alam doing?	There is a thief stealing Mr. Abdullah motorcycle
What is going on here?	Yes. I'm baking the cookies now
Who is knocking the door?	He is fixing the printer
Are Muslih and Amin playing futsal?	Someone is knocking the door
What are they doing?	No, he isn't. He is playing piano
What are you eating?	No they aren't. They are playing basketball

Answer sheet:

1. .....
2. .....
3. .....
4. .....
5. .....

6. .....
7. .....
8. .....
9. .....
10. .....

5. Complete the dialogue based on the pictures. Do as the example!

Q : Is Hasan singing? A : Yes, He is.	Q : Is Kurnia washing clothes? A :	Q : Is Anita washing dishes? A : .....
Q : Is Monica cleaning the window? A :	Q : Is Asih driving a car? A :	Q : Is Madi picking the flowers? A : .....

6. Vocabularies

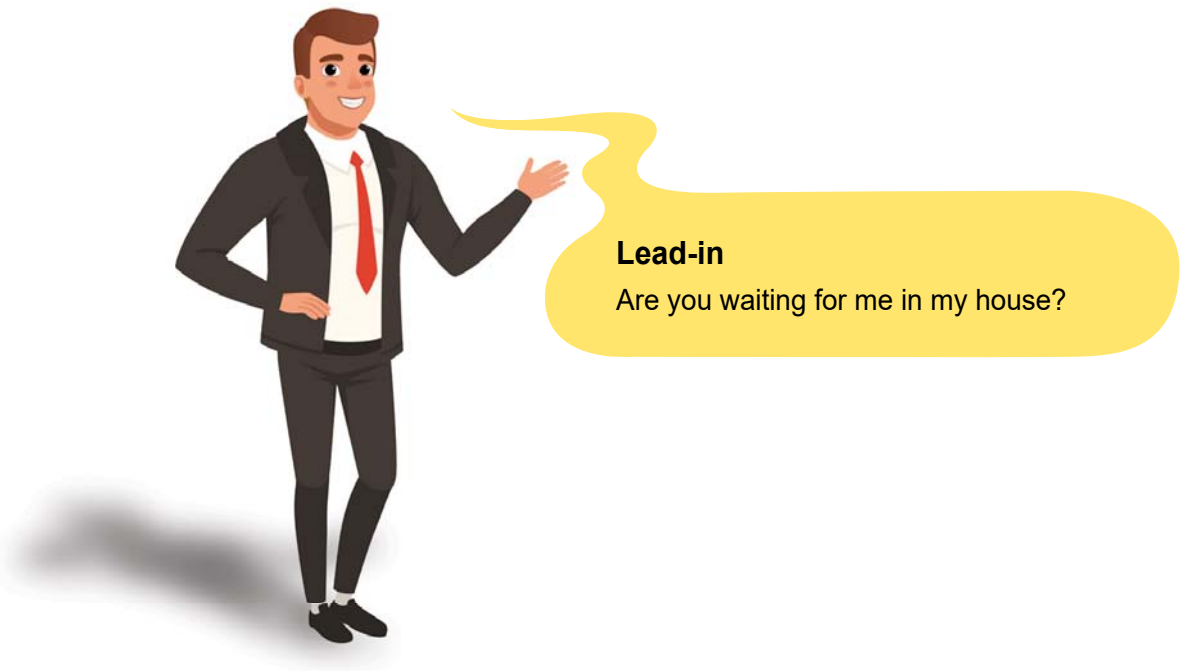
Cultivating	Menanam	Baking	Memanggang
Thief	Pencuri	Stealing	Mencuri
Backyard	Halaman belakang	Dishes	Peralatan makan
Watering	Menyiram	Bricklayer	Tukang bangunan

7. Task to do!

a. Watch and listen the lesson on YouTube by opening the following link: https://www.youtube.com/watch?v=pGkmRjXiKq4
b. Then you have to do the instructions below;
   Make a conclusion on your own words about the present continuous tense.

   Make pattern on present continuous tense.
c. Build 10 sentences using the present continuous tense.

B. Activity 2: Personal Pronoun



1. Read and Learn

	Aji : Are you feeding **the bird**? Ina : Yes, I am feeding **it** with corns
	Mr. Eko : Are you teaching **the students**? Ika : Yes, I am teaching **them** with corns

2. Answer the Questions!

a. Who is feeding the bird? .....

b. Who is teaching the students? .....

3. Pay Attention to these sentences!

a. I'm looking for **Yani.** I'm looking for **her** to borrow **her** book.

b. Yuda is waiting for **Jono**. Yuda is waiting for **him** in **his** house.

c. I'm doing my homework. **My** mother is helping **me**.

d. Rita is baking a **cake** for **Tono.** She is cooking it for **his** birthday.

e. Novita is playing with **me** and **Tina**. Novita is playing with **us** in **our** front yard.

f. I am sitting in front of a big house. The house is **mine**. I'm sitting here by **myself.**

g. They are driving a motorboat. The motorboat is **theirs**. They are sailing to the sea by **themselves.**

Now check the table of personal pronouns below:

Subject pronouns	Object pronouns	Possessive Pronouns (with noun)	Possessive Pronouns (without noun)	Reflexive pronouns
I	me	my	mine	myself
You	you	your	yours	yourself
She	her	her	hers	himself
He	him	his	his	herself
We	us	our	ours	ourselves
They	them	their	theirs	themselves
It	it	its	its	itself

4. **Complete the sentences below with the appropriate pronouns!**

   a. **Farid** is watching TV. **He** is watching **it** in his house. **He** is watching TV by himself. (it – he – **himself** – he)
   b. My father and I are fishing in a fish pond. This is … fish pond. ... made it two years ago. (We – our)
   c. Akbar and Adam are cultivating … rice field. The rice field is near … house. ... are doing it by …. (they – their – their – themselves)
   d. You are listening to the radio. It is … radio. The television is also …. And You are in … house by ... (yours – you – yourself – your – yourself)
   e. Aminah is washing … clothes. She is washing … with … washing machine. … is doing it by ... (them – her – herself – her – she)

5. **Task to do! Check the lyrics of the song entitle I'm With You by Avril Lavigne below!**

I'm With You
By: Avril Lavigne

I'm standing on a bridge
I'm waiting in the dark
I thought that you'd be here by now
There's nothing but the rain
No footsteps on the ground
I'm listening but there's no sound
Isn't anyone trying to find me?
Won't somebody come take me home?

It's a damn cold night
Trying to figure out this life
Won't you take me by the hand?
Take me somewhere new
I don't know who you are
But I... I'm with you
I'm with you

I'm looking for a place
I'm searching for a face
Is anybody here I know
'Cause nothing's going right

And everything's a mess
And no one likes to be alone
Isn't anyone trying to find me?
Won't somebody come take me home?
It's a damn cold night
Trying to figure out this life
Won't you take me by the hand?
Take me somewhere new
I don't know who you are
But I... I'm with you
I'm with you

Oh why is everything so confusing?
Maybe I'm just out of my mind
Yeah-he-yaa, yeah-he-yah, yeah-he-yah, yeah-he-yah, yeah!

It's a damn cold night
Trying to figure out this life
Won't you take me by the hand?
Take me somewhere new
I don't know who you are
But I... I'm with you
I'm with you

Take me by the hand?
Take me somewhere new
I don't know who you are
But I... I'm with you
I'm with you

Take me by the hand?
Take me somewhere new
I don't know who you are
But I... I'm with you
I'm with you
I'm with you
(Source: http://lagu.englet.com/2014/03/im-with-you-avril-lavigne.html)

Now, you have to do these jobs:

a. Find out the present continuous sentences and underlined them.
b. Find out the personal pronouns and marked it with pen or pencil color.
c. Listen to the song on the link below: https://www.youtube.com/watch?v=dGR65RWwzg8
d. Translate the song lyrics into Bahasa Indonesia.

UNIT 2 NOTHING COMPARES

Comprehending: Degrees of Comparison
Positive Sentences
Comparative Sentences
Superlative Sentences

Producing: Degrees of Comparison
Positive Sentences
Comparative Sentences
Superlative Sentences

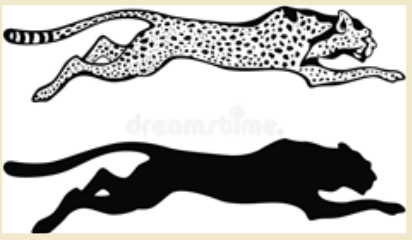
Character building:
Discipline, Politeness, confidence, collaboration, religious

A. Activity 1: Degree of Comparison; Positive Sentences

Lead-in

I'm as smart as you

1. Read and Learn!

	
A tiger is as strong as a lion	A cheetah is as fast as a panther

2. Answer the Questions!

a. Which one is stronger? A tiger or a lion? .....

b. Which one is faster? A cheetah or a panther? .....

3. Complete the sentences below. Number one has been done for you!

a. A rose is as beautiful as a jasmine. (beautiful)

b. A rhino ..... a hippo. (big)

c. A mobile phone ..... a television. (expensive)

d. Raisa ..... Isyana. (beautiful)

e. Aliando ..... Steven. (handsome)

f. Papua ..... East Nusa Tenggara. (far)

g. Jakarta ..... Surabaya. (crowded)

h. Borobudur Temple ..... Prambanan Temple. (wonderful).
i. Sanur beach ..... as Kuta beach. (panoramic)
j. Kecak dance ..... Saman dance. (dynamic).

4. Pay Attention

When you want to express two things those are similar or the same you can use the following expression:

a. As (adjective) as. Examples: Andi is as **smart** as Rudi.
b. The same as. Examples: Andi's intelligence is the same as Rudi's.

5. Now, build your own sentences based on the pictures below!

Two fat girls Maya is as fat as Mitha. Maya and Mitha have the same weight.	Two modern style house 1. ..... 2.	Two smart boys 1. ..... 2. .....
Two old men 1. ..... 2.	Two flying high birds 1. ..... 2.	Two long hair style ladies 1. ..... 2. .....

B. Activity 2: Degrees of Comparison; Comparative Sentences

Lead-in

I'm as smart as you

1. Read and Learn!

Aldy is **older than** his sister Mutia.	An elephant is **bigger than** a rhino

2. Complete these sentences. Do as the example in No. 1!

a. A gold is **more expensive than** a silver. (expensive)
b. A steel is ..... an iron. (strong)
c. A razor is ..... a knife. (sharp)
d. Mr. Hasan is ..... Mr. Umar. (discipline)
e. Mr. Budiono ..... Mr. Barkah. (rich)
f. A novel ..... a magazine. (thick)
g. Your eyebrow ..... mine. (bold)
h. My car ..... yours. (new)
i. A bus ..... a van. (long)
j. A jet ..... a helicopter. (fast)

3. **Pay Attention**

When you want to compare two things you can use the following expressions:

a. Adjective (-er) + than. Examples: Andi is **smarter than** Rudi.
b. More + adjective + than. Examples: My car is **more expensive** than yours

NOTE:

Adjective with one or two syllables use **adjective + (-er)**

For example:

Big → bigger

Adjective with three or more syllables use **more + adjective**

For example:

Expensive → more expensive

Adjective ended with –y should be changed into –ie.

For example:

Happy → happier

Pretty → prettier

4. **Now build your sentences based on explanation below!**

a. Rita is 155 cm tall. Rina is 160 cm tall. Rina is **taller than** Rita. (tall)
b. Adrian has three certificate of competencies. Bakri has four certificate of competencies. (competence)

.....

c. Mahakam river is 1600 meters wide. Musi river is 1350 meters wide. (wide)

.....

d. Slamet Mountain in Central Java is 3428 meters high. Semeru Mountain east Java is 3676 meters high. (high)

.....

e. Raditya has 6 millions followers. Bayu has 5 millions followers. (famous)

.....

f. Ahmad works 9 hours a day. Amir works 7 hours a day. (diligent)

.....

g. Budi has three cars. Donny only has a car. (rich)

.....

h. Black Panther film has 3 millions viewers. The Infinity War film has 4 millions viewers. (interesting)

.....

i. My mother permits me to come home at 9 pm at night. Your mother permits you to coma home at 10 pm at night. (strict)

.....

j. Grape is Rp 50.000 each kilo. Orange is Rp 30.000 each kilo. (cheap)

.....

C. Activity 3: Degrees of Comparison; Superlative Sentences

Lead-in

What is the biggest animal in the world?

1. Read and Learn!

Blue whale is **the biggest** animal in the world	Papua is the biggest island in Indonesia.

2. Pay Attention

We use superlative to show the greatest degree of quality or quantity of people, animals or things.

a. For adjective with one or two syllables you must add **–est** (adjective + -est). Example: smart → smartest
b. For adjective ended with –y you must change into **i-est**. Examples: happy → happiest; pretty → prettiest.
c. For adjective with three or more syllables you must use most (most+adjective). Examples: **most** beautiful, most expensive
d. Don't forget to use "the" before the superlative degree.
   The richest, the smartest, the most handsome

NOTE:

Some adjectives have irregular comparative and superlative forms.

Bad	Worse	Worst
Good	Better	Best
Little	Less	Least
Much	More	Most
Far	Further/farther	Furthest/farthest

3. Complete the sentences below using the superlative degree!

(Marta – fluently – English speaker – in the class) Marta is the most fluently English speaker in the class	(Judika – happy – person – in the family)	(Abdul – powerfull – man – in the club) ....

(Math – difficult – lesson – in the class)	(hasim – careless – boy – in the village)	(Anna – lovely – girl – in the family) ....

4. Vocabularies

Fluently	fasih/lancar	powerfull	kuat
Difficult	Sulit	careless	ceroboh

5. Task to Do

Build your own sentences of **superlative degree** based on the conditions below!

a. Santi's Math score is 90, Anita's is 86, and Bayu's is 80. (clever)
Santi is the cleverest students in the class.

b. Abi wakes up at 6 o' clock in the morning. Bedu wakes up at 5.30 in the morning. Cecep wakes up at 7 o'clock in the morning. (lazy)
.....

c. Badri does 4 tasks from the teacher. Dudi does 3 tasks from the teacher. Edi does none of the tasks from the teacher. (responsible)
.....

d. Brantas River is 320 km long. Serayu river is 180 km long. Bengawan Solo river is 600 km long. (long)
.....

e. Janetta swims 10 km/hour. Murya swims 8 km/hour. Aisya swims 12km/hour. (fast)
.....

f. I got 60 scores for Sains, 70 scores for alchemic, and 50 scores algebra. (bad)
.....

g. Akbar gets the silver medal on marathon championship, Burhan gets the gold medal, and Cipto gets the bronze medal. (good)

.....

h. We need three spoons of milk, two spoons of sugar and a spoon of vanilla in making the vanilla latte. (little – ingredients).

.....

i. My father earns 3 millions rupiahs a month. My uncle earns 4 millions rupiahs a month. But my grandpa earns 5 millions rupiahs a month. (much)

.....

j. Jitono visits 5 countries in the world. Kahar visits 4 countries, and Lukman visits 6 countries in the world. (experienced)

.....

GRAMMAR ZONE

Pada modul ini Grammar zone yang diperkenalkan adalah Present Continuous Tense. Present continuous tense ini digunakan untuk mengekspreksikan kejadian yang terjadi saat itu (pada saat dibicarakan). Perhatikan pola-pola berikut ini untuk Present Continuous Tense.

a. Affirmative Sentence

Subject	To be	Verb (-ing)	Object/adverb of time
I	am	watching	the television now
You	are	attending	the party
We	are	sailing	with our boat
They	are	building	the bridge at the moment
It	is	raining	now
He	is	cleaning	his motorcycle
She	is	writing	a letter

b. Negative Sentence

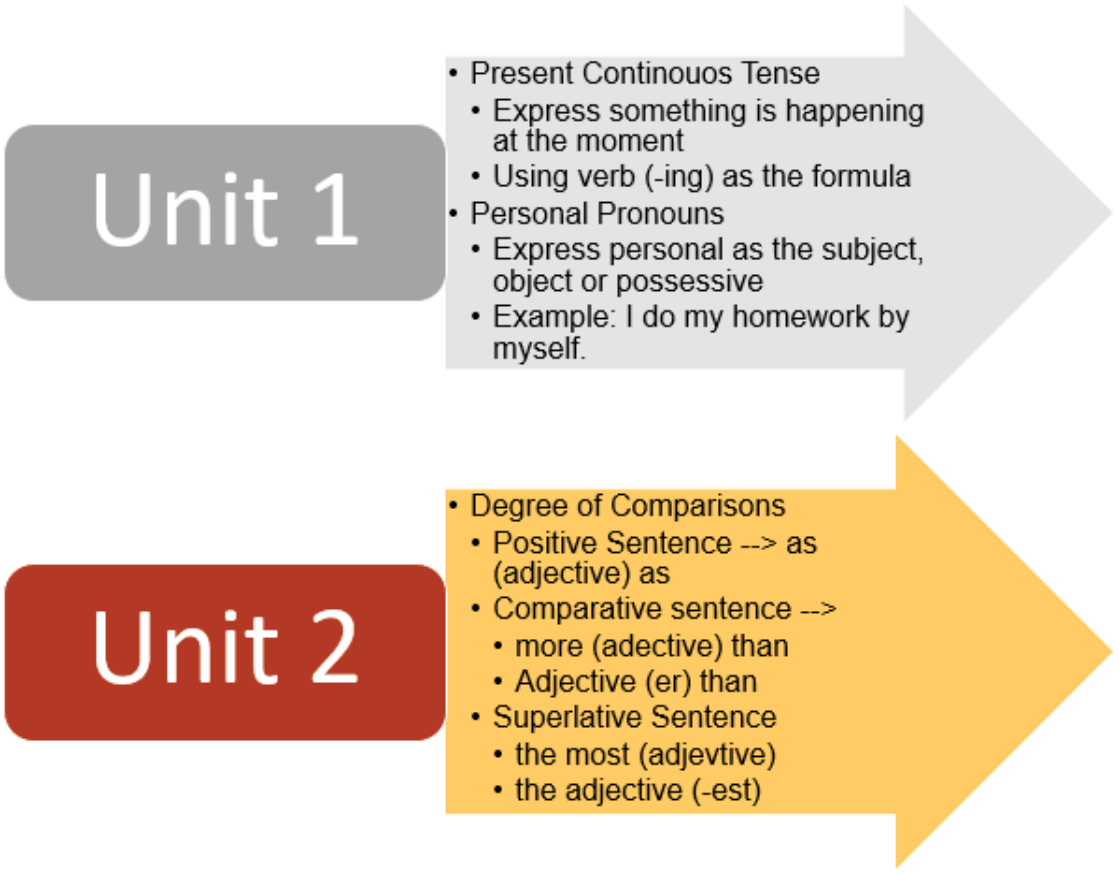
Subject	To be+not	Verb (-ing)	Object/adverb of time
I	am not	watching	the television now
You	are not (aren't)	attending	the party
We	are not	sailing	with our boat
They	are not	building	the bridge at the moment
It	is not (isn't	raining	now
He	is not	cleaning	his motorcycle
She	is not	writing	a letter

c. Interrogative Sentence

To be	Subject	Verb (-ing)	Object/adverb of time
Am	I	watching	the television now
Are	You	attending	the party
Are	We	sailing	with our boat
Are	They	building	the bridge at the moment
Is	It	raining	now
Is	He	cleaning	his motorcycle
Is	She	writing	a letter

SUMMARY

The summary of this module can be written as follows:



EVALUATION

A. Choose the correct answer!

1. Burhan : What is Rahman doing?

   Jamal : Oh. _____

   a. He is taking a bath
   b. He is showering
   c. He is brushing his teeth
   d. He is brushing his feet

2. Is Kamila baking a cake?

   a. Yes, she is.
   b. No, she isn't. She is cooking vegetables.
   c. No she isn't. She is frying egg.
   d. No She isn't. She is boiling water.

3. Mutia : Indah, do you see Imam?

   Indah : Yes, I see … paint … house by …

   a. His – him – himself
   b. Himself – his – him
   c. Him – his – himself
   d. His – him – himself

4. Mrs. Sugiana : How do you take care your siblings?

   Anton : I take care of ___ by ___ since ___ parents died.

   a. Them – myself – our
   b. They – me – ours
   c. Her – me – our
   d. Him – myself – her

5. Tina's rabbit is funny. Tuti's rabbit is funny.

   a. Tina's rabbit is Tuti's rabbit funniest
   b. Tina's rabbit is as funny as Tuti's.
   c. Tina's rabbit is as funniest as Tuti's.
   d. Tina's rabbit is the same as Tuti's.

6. Halimah is 20 years old. Nawang is 20 years old.

   a. Halimah and Nawang is the same old.
   b. Halimah is as age as Nawang.
   c. Halimah is the same old as Nawang.
   d. Halimah and Nawang are in the same age.

7. Harry Potter's Novel has 7 series. The Lord of The Rings Novel has 3 series.

   a. Harry Potter's Novel has more series than The Lord of The Rings.
   b. Harry Potter's Novel has most series than The Lord of The Rings.
   c. Harry Potter's novel has much series than The Lord of The Rings.
   d. Harry Potter's Novel has many series than The Lord of The Rings.

8. Ilma gets 80 scores on Math. Ilman gets 75 scores on Math.

   a. Ilma is good on Math than Ilman.
   b. Ilma is the best on Math.
   c. Ilma is better on Math than Ilman.
   d. Ilma is as good as Ilman on Math

9. The distance between Jakarta - Bandung is 150 km, Jakarta – Cirebon is 216 km, meanwhile Jakarta – Indramayu is 221 km faraway.

   a. Cirebon is the fastest from Jakarta.
   b. Indramayu is the furthest from Jakarta.
   c. Bandung is the furthest from Jakarta.
   d. Indramayu is the fastest from Jakarta.

10. Sarah works 3 hours a day. Ilham works 5 hours a day. I work 7 hours a day.

    a. Sarah works harder than Ilham.
    b. Ilham work hardest among us.
    c. I work the hardest among us.
    d. Sarah is the hardest worker.

B. Answer the questions briefly!

1. Look at the picture below. Then answer the question!

   What is Burhan doing?

   .....

2. Complete the sentence with the correct pronouns!
   Hasan pick ___ brothers at school. ___ picks ___ with ___ father's car. He drives by ___ as he is adult enough to do so.

3. Aji always visit his mother every day. Akbar always visit his mother everyday too. (good)
   The best sentence to compare between Aji and Akbar is …

   .....

4. Akilah visits her parents twice a week. Aminah visits her parents once a week. (lovely)
   The best sentence to compare Akilah and Aminah is …

   .....

5. Look at the picture. Build three sentences of superlative degree to describe the picture below!
   The boys names (from left to right) are: Krisna – Bima – Pandu

   a. .....
   b. .....
   c. .....

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Dilindungi Undang-Undang

Easy English for Package B
Modul 9 : The Most Lovely Experience

- **Penulis:** Kasmujiraharja, M.Pd.

- **Diterbitkan oleh**: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-
  Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan
  Kebudayaan, 2018

vi+ 36 hlm + illustrasi + foto; 21 x 28,5 cm

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

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THE MOST LOVELY EXPERIENCE

Petunjuk Penggunaan Modul

Modul 9 Bahasa Inggris untuk Paket B (***Easy English for Package B***) terdiri dari dua unit, yaitu Unit 1 dan Unit 2 yang disajikan dengan pendekatan penguasaan kompetensi berbahasa berdasarkan pada teori *competence* dan *performance* dari Chomsky yang dimulai dengan *listening, reading, speaking, dan writing.* Diharapkan peserta didik mampu mengungkapkan pengetahuan dan perasaannya apabila mereka telah memiliki deposit pengetahuan (melalui kegiatan *listening, reading)* tentang apa yang ingin disampaikan (melalui kegiatan *speaking* dan *writing*).

Modul ini terdiri dari empat kegiatan utama yang terbagi dalam tugas-tugas dalam masing-masing kegiatannya. Dengan menggunakan tahapan metode pendekatan saintifik modul ini disusun dengan model ANCOK.

A	Meng**A**mati: dalam setiap kegiatan selalu diawali dengan mengamati baik yang berupa gambar, video, dan rekaman audio yang mengarah pada matari yang akan dibahas
N	Me**N**anya: setelah kegiatan mengamati dilanjutkan dengan kegiatan menanya tentang gambar, video, dan rekaman audio yang diarahkan pada materi yang akan dibahas.
C	Men**C**oba: pertanyaan-pertanyaan yang muncul yang terkait dengan materi akan dicoba dijawab baik secara lisan maupun tulisan dalam bentuk latihan-latihan
O	Meng**O**lah informasi: merujuk pada kemampuan mengelompokkan beragam ide dan mengasosiasikan beragam peristiwa yang kemudian mamasukkannya menjadi penggalan memori melalui paparan singkat
K	Meng**K**omunikasikan: mengkomunikasikan berarti mempresentasikan atau menunjukkan hasil pekerjaannya kepada publik, secara lisan atau tulisan, atau bentuk karya lain sehingga mendapat respon yang lebih luas

Selamat belajar!

Kriteria Ketuntasan Modul

Apakah anda tuntas dalam mempelajari modul ini? Anda bisa disebut tuntas dalam mempelajari modul ini apabila anda mampu menyelesaikan soal-soal evaluasi pembelajaran yang ada pada akhir modul dengan memperoleh nilai di atas 80.

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}} \text{ X } 100\%$$

Arti penguasaan:

Tingkat Penguasaan	Predikat
90% - 100%	Sempurna
80% - 89%	Baik Sekali
70% - 79%	Baik
< 70 %	Cukup (mengulang)

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan pada modul selanjutnya. Jika masih di bawah 80% pelajari ulang modul ini. Jangan bosan. Anda pasti bisa!

Tujuan Pembelajaran

Setelah mempelajari modul 9 ini, Anda diharapkan mampu:

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya.
2. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Pengantar Modul

Modul 9 Pelajaran Bahasa Inggris Paket B (Easy English for Package B) ini membekali peserta didik dengan pengetahuan dan keterampilan tentang teks *recount* pendek. Setelah mempelajari modul ini peserta didik diharapkan dapat menguasai kompetensi-kompetensi yang berkaitan dengan: (1) Penerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya, (2) Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Modul ini terdiri dari dua unit yang masing-masing unit akan mengembangkan kemampuan berbahasa Inggris anda tentang materi terkait melalui *scientific appr*,*oach* dengan mengamati; menanya; mengumpulkan informasi/eksperimen; mengasosiasikan/ mengolah informasi; dan. mengkomunikasikan melalui kegiatan *reading, listening, writing, dan speaking* dengan berbagai variasi urutan penyajian yang dilengkapi dengan latihan-latihan yang terstruktur sebagai tes formatif dan diakhiri dengan evaluasi penguasaan modul.

Anda baru boleh pindah pada modul berikutnya (Modul 10) setelah menguasai modul 9 ini sesuai dengan kriteria yang ditatapkan pada akhir modul. **Selamat mencoba dan bergembira dengan Bahasa Inggris!**

UNIT 1

WHAT GAME DID YOU PLAY?

https://2.bp.blogspot.com//s320/bermain%2Bplay%2Bstation.jpeg

Tujuan Pembelajaran:

Setelah mempelajari modul ini , Anda diharapkan mampu:

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya.

Activity 1 : Let's speak out

Task 1: By observing the picture, answer the questions loudly!

Write you answer in the available space.

1. What did they play?
   Answer: .....
2. Did they look happy?
   Answer: .....
3. Did you play such a game when you were a child?
   Answer: .....
4. Did you get any advantages of playing play station?
   What are they?
   Answer: .....
   Answer: .....

Glossary:

- **such a game = *permainan seperti itu***
- **advantage = *keuntungan/manfaat***

Task 2: Make a brief note to tell about what happened to the student. Pay attention to the tenses you use.

(Buatlah catatan singkat untuk menceritakan apa yang terjadi pada murid dalam gambar tersebut! Perhatikn tenses yang digunakan)

https://amarita20.wordpress.com

Make a list some words you may use. You may add or omit them

1	Student	9	.....
2	Teacher	10	.....
3	Arrived	11	.....
4	.....	12	.....
5	.....	13	.....
6	.....	14	.....
7	.....	15	.....
8	.....	16	.....

(*Anda boleh menambah atau mengurangi sesuai keperluan***)**

Now tell your friends about what happened to the student.

Activity 2 : Reading Section

Task 3: Read the following text carefully and answer the questions!

Came Late to school

https://encrypted-tbn0.gstatic.com/images

Last Wednesday, I came late to my school because I played play station until 2.00 am in the early morning so that I woke up late. I woke up about 6.30 and the class began at 7.00 am. I ran into the bathroom to take a bath. I usually have a breakfast after taking a bath, but in that day I did not do that.

I always go to school by my bicycle. But in that day, the tires were flat. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15. I ran to my class but I saw my teacher had stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late. It was my bad experience and I hoped I would not do that again.

Glossary:

Woke → wake (Verb)	= *bangun*	Flat (Adjective)	= *kempes*
Began → begin (Verb)	= *mulai*	Stood → stand (Verb)	= *berdiri*
Tires (Noun)	= *roda/ban*	Experience (Noun)	= *pengalaman*

Questions:

1. What happened to the writer on last Wednesday?
2. What time did the writer go to bed?
3. What time did the writer wake up?
4. How long did the writer sleep?
5. Did the writer have breakfast?
6. Why did the go to school by public transportation?
7. Did the writer go school faster than usual?
8. How long was the writer late?
9. What did the teacher do when the writer arrived to the class?
10. What did the writer promise himself?

Answers:

1	.....	6	.....
2	.....	7	.....
3	.....	8	.....
4	.....	9	.....
5	.....	10	.....

Task 4: Read the text again and complete the questions below

1. Who told the story?
2. When did the event happen?
3. Where did the event happen?
4. How did the event happen chronologically?
5. What is the closing event?
6. What type of sentences use in the text?
7. Do you know what type of the text it is?

Answers:

1	.....	5	.....
2	.....	6	.....
3	.....	7	.....
4	.....		

Penjelasan:

Text diatas terdi dari 3 bagian yaitu: orientation, event, dan reorientation. Bagian awal: pertanyaan nomor 1, 2, dan 3 menanyakan tentang latar (setting) tentang siapa, kapan dan di mana peristiwa terjadi.

Bagian berikutnya menjelaskan tentang bagaimana urutan peristiwa terjadi. Kalimat terakhir disebut dengan kalimat penutup ynag menyatkan kesan terhadap peristiwa yang dialami. Tenses yang digunakan dalam text tersebut adalah past tense.

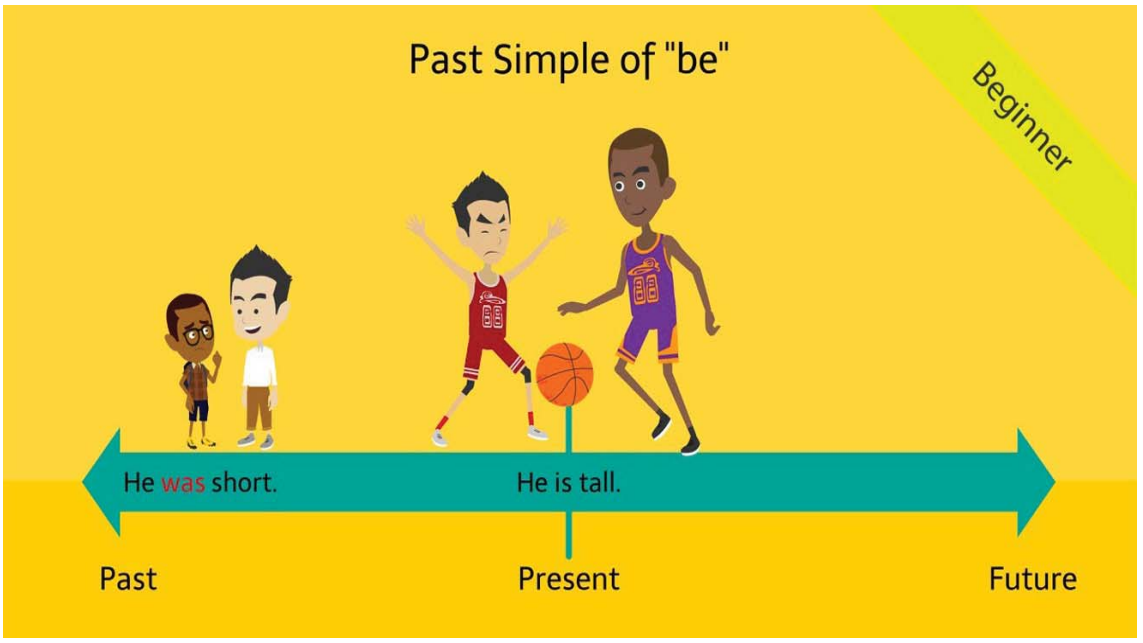
Jiaka ada text dengan struktur bagian-bagian seperti tersebut di atas maka disebut dengan text recount, yang berfungsi untuk menceritakan tentang peristiwa yang dialami oleh seseorang.

Task 3: Read the text again and complete the table below!

Orientation	Events	Reorientation
Time	.....	.....
Place	.....	.....
Participant	.....	.....
.....	.....	.....
.....	.....	.....

Task 4: Focus on Grammar

Study The Following!



https://i.ytimg.com/vi/O3FdGPehN-E/maxresdefault.jpg

The Simple Past Tense merupakan salah satu tenses atau bentuk waktu dalam Bahasa Inggris yang digunakan untuk mengungkapkan aktivitas atau kegiatan di masa lampau. Tenses ini juga digunakan untuk mengekspresikan kegiatan yang menjadi kebiasaan di masa yang telah lampau.

Rumus dari the Simple Past Tense sebagai berikut:

- **Kalimat nominal** (kalimat dengan kata kerja bantu)

Kalimat Affirmatif **S + WAS/WERE + Adjective, Noun, Adverb …**
Kalimat Negatif **S + was/were + NOT + Adjective, Noun, Adverb …**
Kalimat Interrogatif/pertanyaan **WAS/WERE + S + Adjective, Noun, Adverb …?**

Example:

1. (+) Mr. Mustofa was sick yesterday.
   (-) Mr. Mustofa was not sick yesterday.
   (?) Was Mr. Mustofa sick yesterday? Yes, he is. No. He is not(isn't)
2. (+) They were angry.
   (-) They were not angry.
   (?) Were they angry? Yes, they were. No, they were not(weren't)

Catatan :
To be **was** digunakan untuk subjek **I, he, she, it.**
To be **Were** digunakan untuk subjek **You, We, They.**
Untuk membuat kalimat menyangkal/negatif dan pertanyaan maka kata bantu atau **to be** di atas digunakan.

- **Kalimat Verbal**

Kalimat Affirmatif **S + V2+ O + Adv …**
Kalimat Negatif **S + DID + NOT + V1 + O + Adv …**
Kalimat Interrogatif/pertanyaan **DID + S + V1 + O + Adv …?**

Keterangan :

S : Subject	O : Objek
V2 : Kata kerja bentuk kedua (past)	Adj : Adjective (kata sifat)
V1 : Kata kerja bentuk pertama (*infinitive)*	Adv : Adverb (Kata Keterangan)

Example:

1. (+) Mrs. Hani **went** to Ujung Negoro Beach last week.

   (-) Mrs. Hani **did not** **go** to Ujung Negoro Beach last week.

   (?) **Did** Mrs. Hani **go** to Ujung Negoro Beach last week?
   Yes, she did. No, she did not (didn't).

2. (+) They **studied** English last night.

   (-) They **did not** **study** English last night.

   (?) **Did** they **study** English last night?
   Yes, they **did**/ No they **did not**

Catatan :

Kata Kerja (Verb) yang digunakan dalam Past tense adalah Kata Kerja bentuk kedua (past). Kata kerja dibagi menjadi dua yaitu **Regular verbs** dan **Irregular verbs**.

Regular Verbs (Kata kerja beraturan) ditambah akhiran **–ed**

Contoh:

Play → played

Stop → stopped

Watch → watched, dll

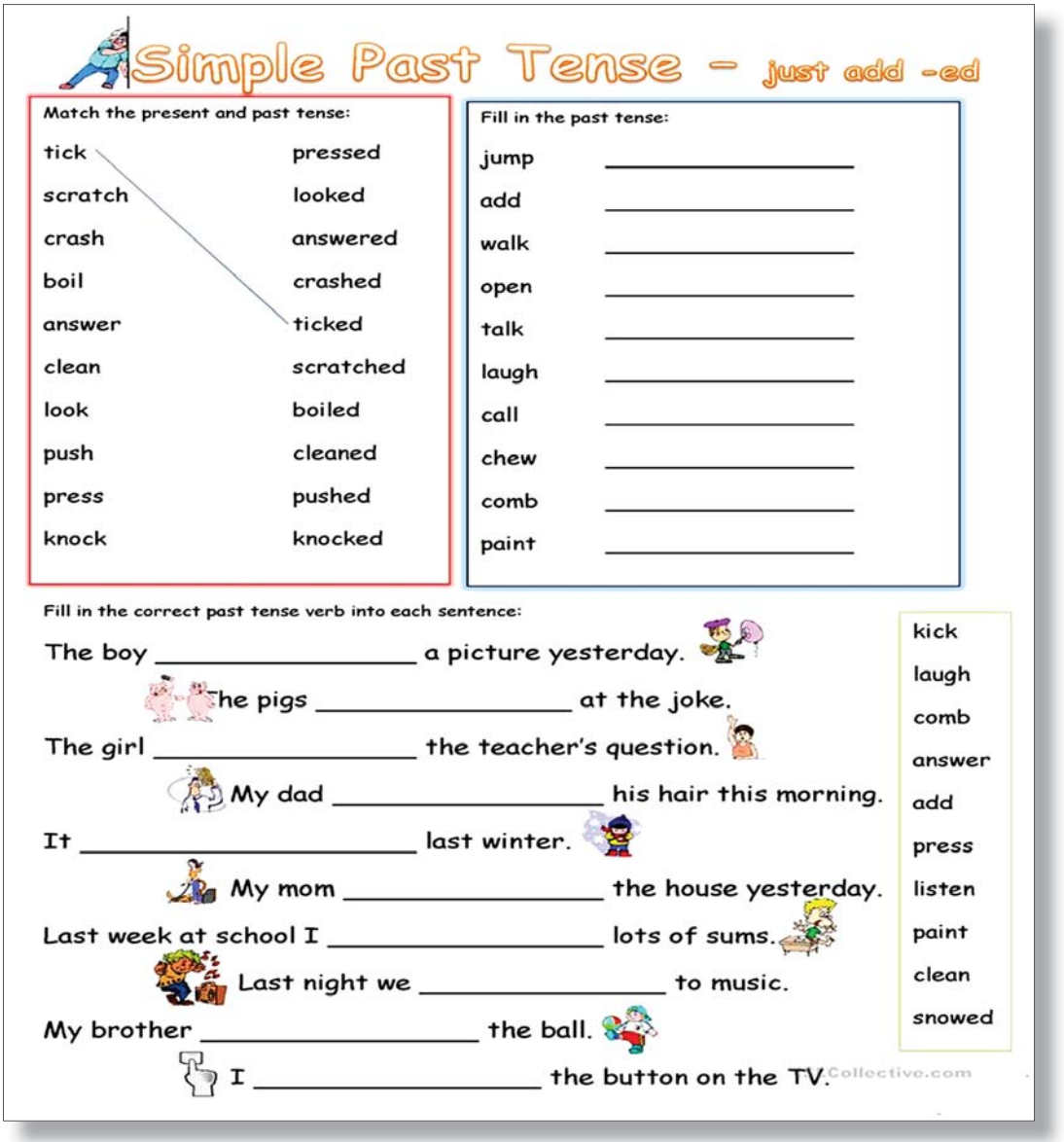
Irregular Verbs (kata kerja tak beraturan) yaitu kata kerja yang tidak memakai kaidah tambahan -**ed**, akan tetapi bentuknya tak tentu atau berubah-ubah.

Contoh:

Sing	→	sang
Go	→	went
Take	→	took, dll

Kata Keterangan waktu (Aderb of time) yang biasa digunakan adalah: ***yesterday, one hour ago, last night, this morning, last week*, dsb.**

Task 5: Check your understanding



https://en.islcollective.com/preview/201403/f/simple-past-tense

PAST SIMPLE: MIXED REGULAR & IRREGULAR VERBS

1. Write the missing forms:

INFINITIVE	PAST	INFINITIVE	PAST
	FELL	SPEAK	
DRAW			KNITTED
	SAW	KEEP	
COME		GIVE	
	BEGAN		NEEDED
BE		SEND	
	STUDIED		SWAM
WRITE		SLEEP	
LIVE			THOUGHT
	WENT	WAKE	
BRING		CATCH	
	FLEW		MADE
RIDE		STAY	
	COULD		PAID
	SOLD	DO	
GET			RAN

3. Choose the right option:

1. Alan didn't see/ didn't watch Paula t school.
2. Did you be/ Were you at the cinema yesterday?
3. Carol brought/ bought her new laptop to school.
4. The baby cried/cryed all night long.
5. My brother could swim/could swam when he was four.
6. Charles repaired/prepared a nice dinner.
7. The children ate/eatted a cheese sandwich.
8. Did you sit/ Did you sat next to Mary?

2. Complete the sentences with the correct past form. Use the verbs from exercise 1.

1. Adam _____ a new iPad last week. (+)
2. "_____ you _____ Tim at school (?)" "Yes, I _____. He _____ with Sue" (+)
3. Carol _____ the exercises yesterday (-)
4. My father _____ moving to London was a mistake! (+)
5. "_____ Pam _____ her flat last month?" No, she _____."
6. Grandma _____ a nice sweater to me for my birthday (+)
7. The film _____ at 7:30, but at 7:40 (-)
8. We _____ in the pool on Friday (+)
9. Where _____ you _____ in London, in a hotel or with friends?
10. He _____ a fantastic book last year (+). I _____ it as soon as it was published (+)
11. Unfortunately we _____ the bus (-), so we _____ back home very late (+).

4. Fill in Dave's routine by putting the most suitable past verb (affirmative or negative). Different options are possible.

Yesterday, Dave ..... up at 7:15, but he ..... up until 7:25. His mother ..... breakfast for him. Dave ..... some orange juice and ..... some eggs & bacon. After breakfast, he ..... dressed, ... his teeth and ..... his hair. He ..... mum before leaving home.

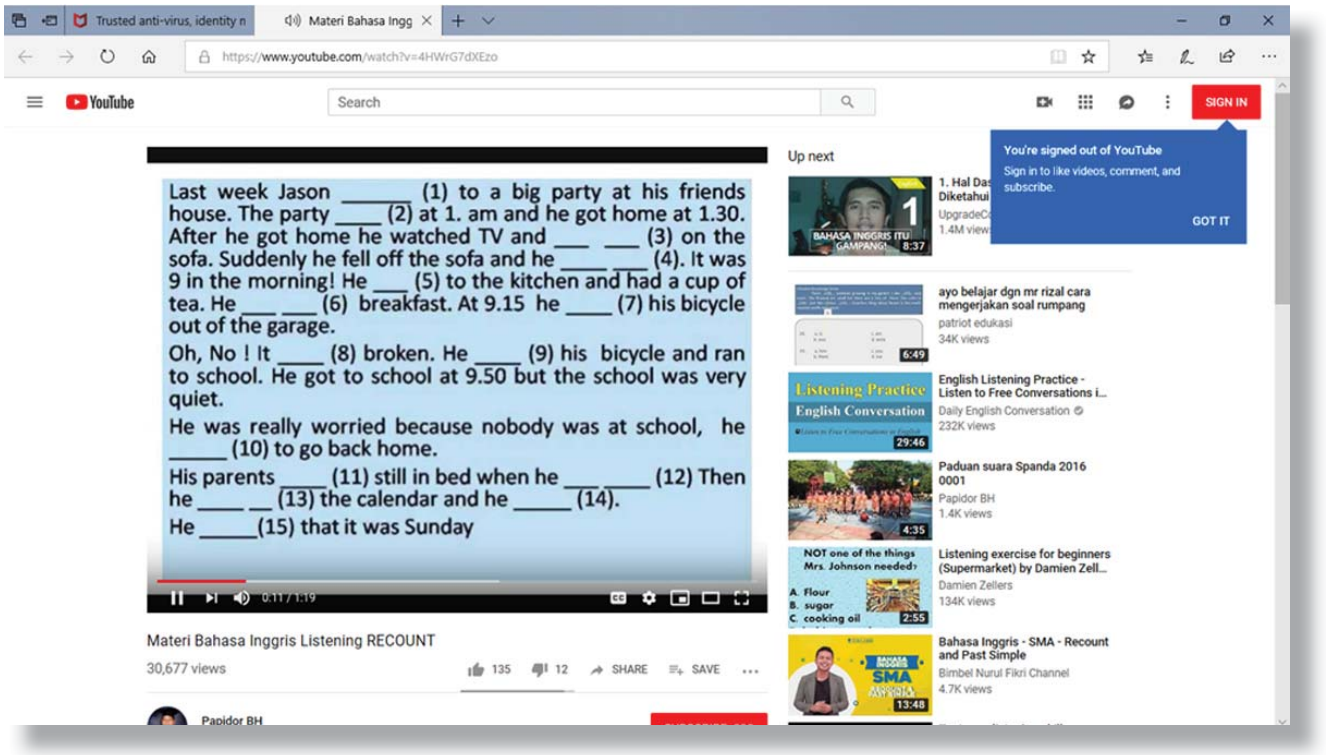
Dave ..... his friends at the bus stop. They ..... for 10 minutes, but it ....., so they ..... to school, but unfortunately they ..... late, so the teacher ..... angry.

Dave and his friends ..... lunch at the canteen. Yesterday's menu ..... horrible.

https://busyteacher.org/8535-past-simple-mixed-regular-irregular-verbs-key.html

Activity 3 : Listening Section

Task 6: Listen to the folllowing recording and fill in the blanks with the correct words. Remember the form of verbs!



https://www.youtube.com/watch?v=4HWrG7dXEzo

Answers:

1	.....	9	.....
2	.....	10	.....
3	.....	11	.....
4	.....	12	.....
5	.....	13	.....
6	.....	14	.....
7	.....	15	.....
8	.....	16	.....

Task 7: Listen again to the recording and answer the following quesestions!

QUESTIONS	ANSWERS
Who was told in the story?	.....
Where did the story happen?	.....
When did the story happen?	.....
What time did the party end?	.....
Why did he get up?	.....
Did he eat breakfast?	.....
How did he go to school?	.....
How long did he take to go to school?	.....
How was the school?	.....
Were there any students at school?	.....
How were his paretns whehe got home?	.....
What was the day?	.....

Task 8 : Based on your answer summarize the text into its parts!

Orientation	Events	Reorientation
Time	.....	.....
Place	.....	.....
Participant	.....	.....
.....	.....	.....
.....	.....	.....

Activity 4 : Writing Section

Task 9: Pay Attention to the picture below!

https://www.hipwee.com/opini/mengenang-masa-kecil

Task 10: Answer the following questions!

1. Do you know what the name of the game is?
2. Did you play such a game when you were a child?
3. With whom did you play?
4. Where did you play?
5. When did you play?
6. Was there any special event when you play the game?
7. What were they?
8. What lesson did you take from the game you played?

Answers:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....

Task 11: Based on your anwers, write down your unforgetable experience playing the game

……

……

……

……

……

……

……

……

Review again before you step into the next unit!

UNIT 2 WHEN I WAS A CHILD

https://muhammadjavad.wordpress.com/2013/09/05/hal-hal-menyenangkan-di-masa-kecil/

Tujuan Pembelajaran:

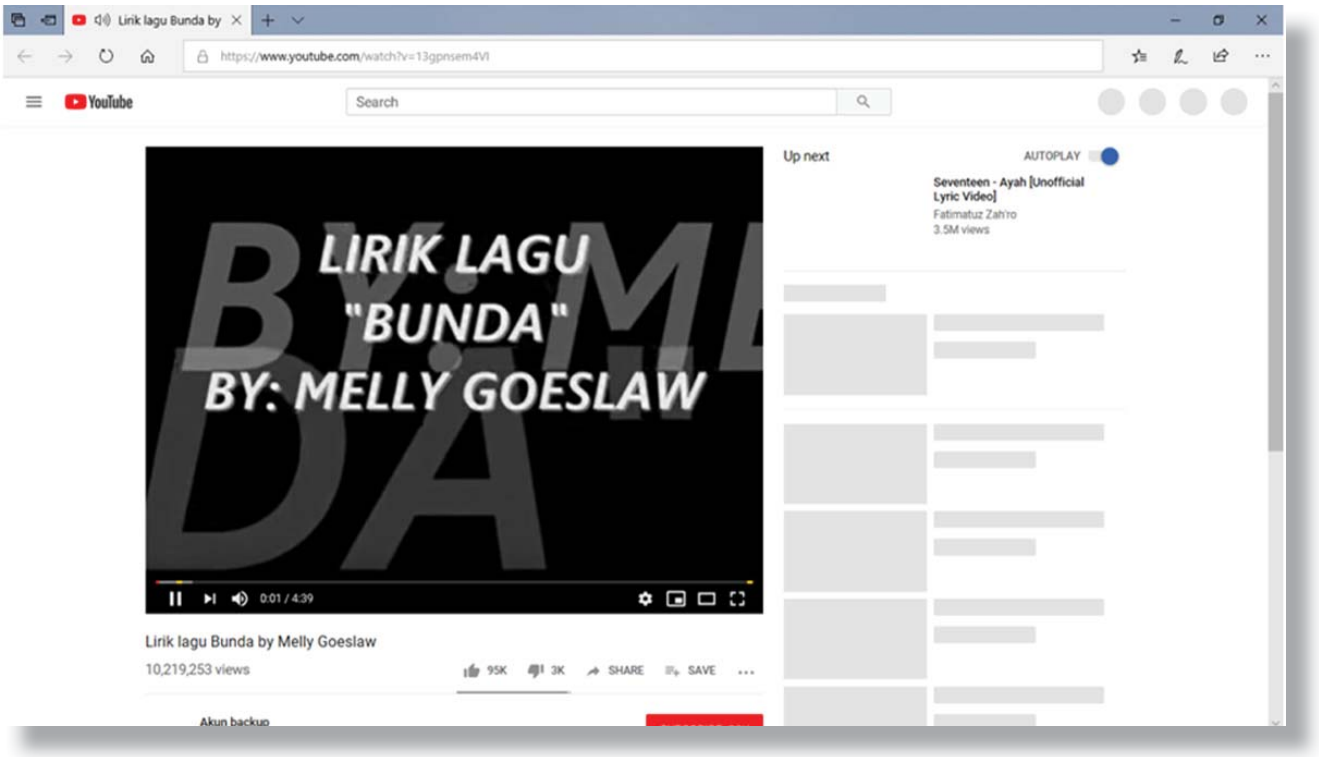
Setelah mempelajari modul ini, Anda diharapkan mampu:

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks lisan dan tulis terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

.

Activity 1 : Listening Section

Task 1: Listen to the following recording and translate the song into English. Use the past simple tenses.



https://www.youtube.com/watch?v=13gpnsem4VI

Kubuka album biru

Penuh debu dan usang

Ku pandangi semua gambar diri

Kecil bersih belum ternoda

Pikirkupun melayang

Dahulu penuh kasih

Teringat semua cerita orang

Tentang riwayatku

Kata mereka diriku slalu dimanja

Kata mereka diriku slalu dtimang

Nada nada yang indah

Slalu terurai darinya

Tangisan nakal dari bibirku

Takkan jadi deritanya

Tangan halus dan suci

Tlah mengangkat diri ini

Jiwa raga dan seluruh hidup

Rela dia berikan

Kata mereka diriku slalu dimanja

Kata mereka diriku slalu dtimang

Oh bunda ada dan tiada dirimu

Kan slalu ada di dalam hatiku

Answer:

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……

……..

……

……

……

……

Task 2: Based on the song above tell your partner about your childhood in dealing with your mother. (*Ceritakan pengalaman masa kanak-kanak anda yang berkaitan dengan ibu anda pada teman sebelah anda*)

Activity 2 : Let's speak out

Task 3: Observe one of the images. What activities do they have? Did you have such activities when you were a child? Share your experience to your friends.

https:/www.aura.co.id

https://www.hipwee.com

https://www.hipwee.com

https://muhammadjavad.wordpress.com

1. Do you know what the name of the game is?
2. Did you play such a game when you are a child?
3. With whom did you play?
4. Where did you play?
5. When did you play?
6. Was there any special event when you play the game?
7. What were they?
8. What lesson did you take from the game you played?

Answers:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

Task 5: Based on your anwers, tell your friends in front of the class about the game you played when you were a child.

Activity 3 : Reading Section

Task 6: Observe the picture of a girl below. Can you guess what happen to the girl on the picture?

http://shopeea.id/7-masalah-kulit-pada-remaja

Task 7: Find out as many as words dealing with the picture:

1. Surprised
2. ……..
3. ……..
4. ……..
5. ……..
6. ……..
7. …….. etc.

Task 8: Read the text below carefully and then answer the questions

My Adolescence

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though there were still lots of good experience too.

Taken from: http://britishcourse.com/contoh-recount-text.php

Answer the following questions below based on the text!

1. What does "I" in the text refer to?
2. When did he get his adolescence?
3. What did he feel when there were acnes on his face?
4. Who gave him a good medicine?
5. How long did the acnes start to vanish from his face?
6. What did he think when he got adolescence for the first time?
7. What are the generic structures of the text?
8. What is the purpose of the text?
9. What kind of the text is it?
10. What tense is used in the text?

Answer

1. .....
2. .....
3. .....
4. .....
5. .....

6. .....

7. .....

8. .....

9. .....

10. .....

Task 9: Do you still remember about sentences using *The Simple Past Tense*? Try to elaborate your understanding.

1. What is the function of the simple past tense?
2. What form of verb used?
3. How many types of verb used in the simple past tense?
4. How is the pattern of the simple past tense in a positive sentence (an affirmative sentence?
5. How is the pattern of the simple past tense in a negative sentence?
6. How is the pattern of the simple past tense in an interrogative sentence?

Answers:

1. .....

2. .....

3. .....

4. .....

5. .....

Activity 4 : Writing Section

Task 10: Pay Attention to the picture below!

https://jolygram.com

Answer the flowing questions

1. Have you ever climbed a tree?
2. Why did you climb the tree?
3. With whom did you climb?
4. What happened then?
5. How did you feel at that time?

Answers:

1. ……

2. ……

3. ……

4. ……

5. ……

Task 11: Fill in the blanks with correct words

When I was _____ (a), I fell down from a mango _____(b). At that time, my friends and I _____ (c) to eat mango in front of my friend's _____.(d) The tree _____ (e) very tall. We could not _____ (f) it because at that time we were little.

Because no one _____ (g) to climb the tree, I braced _____ (h) climb it. I knew that I _____(i) not climb the tall tree. However, I wanted to _____ (j) them that I was great. Then I _____ (k) the tree. Having reached the top, I _____ (l) looking for fruit which I would take. I _____ (m) my friends from the bottom _____ (o) me. "Great, you are awesome!" said one of my_____ (p) "Fetch the fruit!" begged my friend. Then I tried to reach the _____ (q) However, when I was about to_____ (r) it up, the trunk where I stand _____ (s) I fell from the tree. "Gubraaakk" My body _____ (t) the ground. I cried in pain. _____ (u) was coming out of my head.

Since that time I was traumatic of climbing high.

climbed	**fruit**	**Kid**	**climb**
started	**pick**	**Tree**	**dared**
saw	**broke**	**Wanted**	**myself**
praised	**crushed**	**House**	**could**
friends	**blood**	**Was**	**show**

Task 12: Analise the text based on its structure!

Orientation	Events	Reorientation
Time	.....	.....
Place	.....	.....
Participant	.....	.....
.....	.....	.....
.....	.....	.....

Summary

Sesuai dengan tujuan pembelajaran yang ingin dicapai dalam mempelajari modul 9 ini pada dasarnya ada dua hal yang sudah pelajari melalui kegiatan menyimak (mendengarkan), membaca, berbicara, dan menulis, yaitu:

1. ***Recount Text***

   Recount Text adalah sebuah teks (wacana) yang berfungsi untuk menceritakan tentang peristiwa yang dialami oleh seseorang.

   Teks Recount terdiri dari 3 bagian yaitu: ***orientation***, ***event***, dan ***reorientation***.

   - ***Orientation*** menanyakan tentang latar (setting) tentang siapa, kapan dan di mana peristiwa terjadi.
   - ***Events*** menjelaskan tentang bagaimana urutan peristiwa itu terjadi.
   - ***Reorientation*** adalah kalimat penutup kalimat yanlam text tersebut adalah **past tense**.

2. ***The Simple Past Tense***

   The Simple Past Tense merupakan salah satu tenses atau bentuk waktu dalam Bahasa Inggris yang digunakan untuk mengungkapkan aktivitas atau kegiatan di masa lampau. Tenses ini juga digunakan untuk mengekspresikan kegiatan yang menjadi kebiasaan di masa yang telah lampau.

   Dalam Bahasa Inggris, kalimat dibedakan menjadi dua kelompok yaitu **kalimat nominal** (kalimat dengan kata kerja bantu) dan **kalimat verbal** (kalimat dengan kata kerja) yang masing-masing terdiri dari 3 macam yaitu kalimat pernyataan (***affirmative***), kalimat negasi (***negative***), dan kalimat tanya (***interrogative***)

   a. Pola Kalimat Nominal

   - Kalimat Affirmatif

S + WAS/WERE + Adjective/Noun/Adverb

Contoh: My father was handsome

- Kalimat Negatif

  S + was/were + NOT + Adjective/Noun/Adverb

  Contoh: I was not clever when I was at elementary school

- Kalimat Interrogatif/pertanyaan

  WAS/WERE + S + Adjective/Noun/Adverb?

  Contoh: Were you clever when you were at elementary school?

b. Pola Kamimat Verbal

- Kalimat Affirmatif

  S + V2+ O + Adv …

  Contoh: I studied English last night

- Kalimat Negatif

  S + DID + NOT + V1 + O + Adv …

  Contoh: I did not study Englis last night

- Kalimat Interrogatif/pertanyaan

  DID + S + V1 + O + Adv …?

  Contoh: Did you study English last night?

Kata Kerja (Verb) yang digunakan dalam Past Tense adalah Kata Kerja bentuk kedua (past). Kata kerja dibagi menjadi dua yaitu **Regular verbs** dan **Irregular verbs**.

Regular Verbs (Kata kerja beraturan) ditambah akhiran **–ed**

Contoh:

Play → played
Stop → stopped
Watch → watched, dll

Irregular Verbs (kata kerja tak beraturan) yaitu kata kerja yang tidak memakai kaidah tambahan -**ed**, akan tetapi bentuknya tak tentu atau berubah-ubah.

Contoh:

Sing → sang
Go → went
Take → took, dll

SARAN REFERENSI

Untuk lebih mendalami tata bahasa Inggris Anda bisa membaca Buku Tata Bahasa Inggris yang digunakan dalam kegiatan sehari-hari lengkap dengan contoh-contohnya dalam:

Murphy, Raymond. 1985. *English Grammar in Use: a self-study reference.* Cambridge, New York, Melbourne: Cambridge University Press

FORMATIVE TEST

Sekarang saatnya anda menguji kemampuan anda dalam memahami apa yang telah anda pelajari pada modul 9. Kerjakan soal-soal berikut sebelum anda melangkah pada modul berikutnya. Selamat mengerjakan.

I. Read the text carefully and answer the questions

In the Swimming Pool

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool.

When we arrive there, I changed my clothes into swimsuit then I did a little warming up before get into the pool. I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body. I used shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wore my clothes and put all the wet clothes ito the plastic bag, so my bag would not get wet by water.

Finally I went home with my friends again happily.

(http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html)

A. Answer the questions briefly!

1. What did the writer do yesterday?
2. With did the writer bring?
3. What happened when the writer arrived at the swimming pool?
4. Why did the writer use sunscreen?
5. What did the writer feel in the middle of the activity?
6. What did the writer do then?
7. What did the writer do after eating his food?
8. Why did the writer use shampoo and soap?
9. Why did the writer put the wet clothes in the plastic bag?
10. How did the writer feel?

B. Read the text again and do the following exercise!

Orientation	Events	Reorientation
Time .....(11) Place .....(12) Participant .....(13)	.....(14) .....(15) .....(16) .....(17) .....(18) .....(19)	.....(20)

II. Change the verbs in the brackets into the correct form of Simple Past Tense! (*https://myenglishworld7.wordpress.com/2012/04/03/latihan-simple-past-tense/*)

1. We…..in our garden yesterday. (work)
2. I…….a cake for my mother's birthday two days ago.(make)
3. Yoshiko and I ……by telephone yesterday.(talk)

4. ……the meeting…..about two hours?(last)
5. Mrs. Jason…….her son a month ago. (visit)
6. We both…..the movie last night.(like)
7. …..you…..very well last night?(sleep)
8. They…..in the lake last week.(swim)
9. Ms. Burns……to visit us last night.(come)
10. …..they……us about their plans for the new home?(tell)
11. The weather was pleasant, so we…..on our front porch.(sit)
12. I…..your hat and coat in the next room.(put)
13. The lesson…….at 09.00 last Monday(start)
14. I ……at home and……several email messages last night.(stay, write)
15. He…..Angela on the street yesterday.(see)
16. Kevin…….his lunch in the cafeteria at noon.(have, not)
17. ……the man……a lot of water after the race?(drink)
18. I…….John your message.(give)
19. Mrs. Reese finally……that beautiful house.(buy)
20. Anne……the president speech on TV last night.(hear, not)

III. Answer these questions!

1. With whom did you go home from school yesterday?
2. How did you go home from school yesterday?
3. Make a list of what happened on the way home school yesterday?
   a. .....
   b. .....
   c. .....
   d. .....
   e. .....
4. Did you feel happy or sad about the event?

IV. Arrange a recount text based on your answers

.....

.....

.....

.....

.....

.....

.....

.....

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Dilindungi Undang-Undang

Easy English for Package B
Modul 10 : Excited Life

- **Penulis:** Kasmujiraharja, M.Pd.

- **Diterbitkan oleh**: Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan-Ditjen Pendidikan Anak Usia Dini dan Pendidikan Masyarakat-Kementerian Pendidikan dan Kebudayaan, 2018

vi+ 42 hlm + illustrasi + foto; 21 x 28,5 cm

Modul Dinamis: Modul ini merupakan salah satu contoh bahan ajar pendidikan kesetaraan yang berbasis pada kompetensi inti dan kompetensi dasar dan didesain sesuai kurikulum 2013. Sehingga modul ini merupakan dokumen yang bersifat dinamis dan terbuka lebar sesuai dengan kebutuhan dan kondisi daerah masing-masing, namun merujuk pada tercapainya standar kompetensi dasar.

Kata Pengantar

Pendidikan kesetaraan sebagai pendidikan alternatif memberikan layanan kepada mayarakat yang karena kondisi geografis, sosial budaya, ekonomi dan psikologis tidak berkesempatan mengikuti pendidikan dasar dan menengah di jalur pendidikan formal. Kurikulum pendidikan kesetaraan dikembangkan mengacu pada kurikulum 2013 pendidikan dasar dan menengah hasil revisi berdasarkan peraturan Mendikbud No.24 tahun 2016. Proses adaptasi kurikulum 2013 ke dalam kurikulum pendidikan kesetaraan adalah melalui proses kontekstualisasi dan fungsionalisasi dari masing-masing kompetensi dasar, sehingga peserta didik memahami makna dari setiap kompetensi yang dipelajari.

Pembelajaran pendidikan kesetaraan menggunakan prinsip *flexible learning* sesuai dengan karakteristik peserta didik kesetaraan. Penerapan prinsip pembelajaran tersebut menggunakan sistem pembelajaran modular dimana peserta didik memiliki kebebasan dalam penyelesaian tiap modul yang di sajikan. Konsekuensi dari sistem tersebut adalah perlunya disusun modul pembelajaran pendidikan kesetaraan yang memungkinkan peserta didik untuk belajar dan melakukan evaluasi ketuntasan secara mandiri.

Tahun 2017 Direktorat Pembinaan Pendidikan Keaksaraan dan Kesetaraan, Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat mengembangkan modul pembelajaran pendidikan kesetaraan dengan melibatkan Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru dan tutor pendidikan kesetaraan. Modul pendidikan kesetaraan disediakan mulai paket A tingkat kompetensi 2 (kelas 4 Paket A). Sedangkan untuk peserta didik Paket A usia sekolah, modul tingkat kompetensi 1 (Paket A setara SD kelas 1-3) menggunakan buku pelajaran Sekolah Dasar kelas 1-3, karena mereka masih memerlukan banyak bimbingan guru/tutor dan belum bisa belajar secara mandiri.

Kami mengucapkan terimakasih atas partisipasi dari Pusat Kurikulum dan Perbukuan Kemdikbud, para akademisi, pamong belajar, guru, tutor pendidikan kesetaraan dan semua pihak yang telah berpartisipasi dalam penyusunan modul ini.

Jakarta, Desember 2018
Direktur Jenderal

Harris Iskandar

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EXCITED LIFE

Petunjuk Penggunaan Modul

Modul 10 Bahasa Inggris Paket B ini terdiri dari dua unit, yaitu Unit 1 dan Unit 2 yang disajikan dengan pendekatan penguasaan kompetensi berbahasa berdasarkan pada teori competence dan performance dari Chomsky yang dimulai dengan listening, reading, speaking, dan writing – warga belajar akan mampu mengungkapkan pengetahuan dan perasaannya apabila mereka telah memiliki deposit pengetahuan (melalui kegiatan listening, reading) tentang apa yang ingin disampaikan (melalui kegiatan speaking dan writing).

Modul ini terdiri dari empat kegiatan utama yang terbagi dalam tugas-tugas dalam masing-masing kegiatannya. Dengan menggunakan tahapan metode pendekatan saintifik modul ini disusun dengan model ANCOK

A	Meng**A**mati: dalam setiap kegiatan selalu diawali dengan mengamati baik yang berupa gambar, video, dan rekaman audio yang mengarah pada matari yang akan dibahas
N	Me**N**anya: setelah kegiatan mengamati dilanjutkan dengan kegiatan menanya tentang gambar, video, dan rekaman audio yang diarahkan pada materi yang akan dibahas.
C	Men**C**oba: pertanyaan-pertanyaan yang muncul yang terkait dengan materi akan dicoba dijawab baik secara lisan maupun tulisan dalam bentuk latihan-latihan
O	Meng**O**lah informasi: merujuk pada kemampuan mengelompokkan beragam ide dan mengasosiasikan beragam peristiwa yang kemudian mamasukkannya menjadi penggalan memori melalui paparan singkat
K	Meng**K**omunikasikan: mengkomunikasikan berarti mempresentasikan atau menunjukkan hasil pekerjaannya kepada publik, secara lisan atau tulisan, atau bentuk karya lain sehingga mendapat respon yang lebih luas

Dengan model ini diharapkan modul ini dapat membantu warga belajar dalam penguasaan materi secara optimal.

Kriteria Ketuntasan Modul

Apakah anda tuntas dalam mempelajari modul ini? Anda bisa disebut tuntas dalam mempelajari modul ini apabila anda mampu menyelesaikan soal-soal evaluasi pembelajaran yang ada pada akhir modul dengan memperoleh nilai di atas 80.

$$\text{Tingkat Penguasaan} = \frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah soal}} \text{ X } 100\%$$

Arti penguasaan:

Tingkat Penguasaan	Predikat
90% - 100%	Sempurna
80% - 89%	Baik Sekali
70% - 79%	Baik
< 70 %	Cukup (mengulang)

Apabila mencapai tingkat penguasaan 80% atau lebih, Anda dapat meneruskan pada modul selanjutnya. Jika masih di bawah 80% pelajari ulang modul ini. Jangan bosan. Anda pasti bisa!

Tujuan Pembelajaran

Setelah mempelajari modul 9 ini, Anda diharapkan mampu:

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), terkait kegiatan satuan pendidikan nonformal, sesuai dengan konteks penggunaannya, Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsure kebahasaan teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan satuan pendidikan nonformal.
2. Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan satuan pendidikan nonformal dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
3. Menafsirkan fungsi social dan unsur kebahasaan dalam lirik lagu dan;
4. Menangkap makna terkait fungsi social dan unsur kebahasaan secara kontekstual dalam lirik lagu.

Pengantar Modul

Modul 10 Pelajaran Bahasa Inggris untuk Paket B (Easy English for Package B) ini membekali warga belajar dengan pengetahuan dan keterampilan tentang teks notice (pemberitahuan). Setelah mempelajari modul ini warga belajar diharapkan dapat menguasai kompetensi-kompetensi yang berkaitan dengan: (1) Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), terkait kegiatan satuan pendidikan nonformal, sesuai dengan konteks penggunaannya, Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsure kebahasaan teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan satuan pendidikan nonformal (2) Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan satuan pendidikan nonformal dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

Pada bagian selanjutnya modul ini juga mencoba menyajikan tentang literasi budaya melalui kegiatan (1) Menafsirkan fungsi social dan unsur kebahasaan dalam lirik lagu dan, (2) Menangkap makna terkait fungsi social dan unsur kebahasaan secara kontekstual dalam lirik lagu

Modul ini terdiri dari dua unit yang masing-masing unit akan mengembangkan kemampuan berbahasa Inggris anda tentang materi terkait melalui scientific approach dengan mengamati; menanya; mengumpulkan informasi/eksperimen; mengasosiasikan/ mengolah informasi; dan. mengkomunikasikan melalui kegiatan reading, listening, writing, dan speaking dengan berbagai variasi urutan penyajian yang dilengkapi dengan latihan-latihan yang terstruktur sebagai tes formatif dan diakhiri dengan evaluasi penguasaan modul.

Selamat mencoba dan bergembira dengan Bahasa Inggris!

UNIT 1

KEEP CLEAN, WET FLOOR!

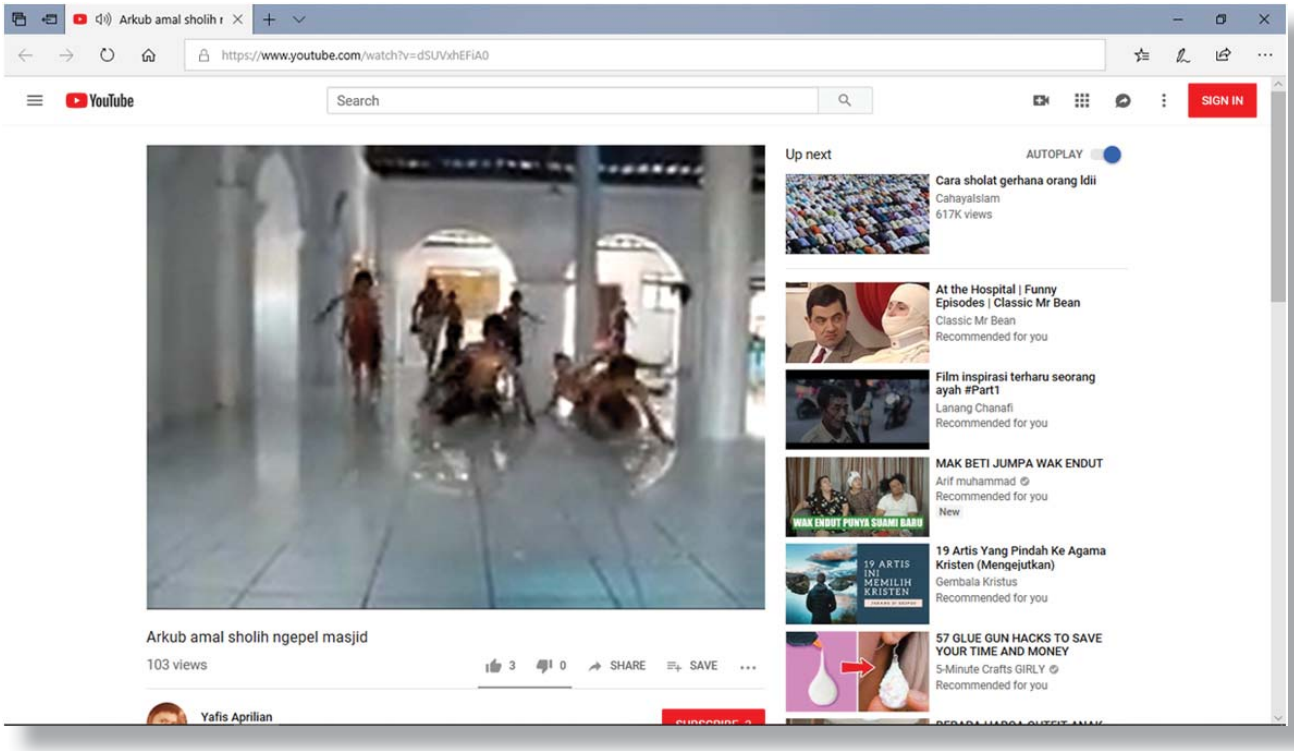
Tujuan Pembelajaran:

Setelah mempelajari modul ini, Anda diharapkan mampu:

Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (notice), terkait kegiatan satuan pendidikan nonformal, sesuai dengan konteks penggunaannya, Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan satuan pendidikan nonformal.

Activity 1 : Let's speak out

Task 1: By observing the following video, answer the questions loudly!



https://www.youtube.com/watch?v=dSUVxhEFiA0

1. What did you observe in the video?

   Answer: ……

2. Did they look excited?

   Answer: ……

3. Have you ever done such of the activities?

   Answer: .....

4. When did you do that?

   Answer: .....

5. With whom did you do?

   Answer: .....

6. What lesson can you take from the video?

   Answer: .....

Glossary:

- **observe = *mengamati***
- **excited = *riang, gembira, seru***
- **such an activity = *kegiatan seperti itu***

Task 2: Make a brief note to tell about what happened to the student. Pay attention to the tenses you use.

(Buatlah catatan singkat untuk menceritakan apa yang terjadi pada anak-anak dalam gambar! Anda boleh melihat lagi videonya)

https://www.youtube.com/watch?v=dSUVxhEFiA0

Make a list some words you may use. You may add or omit them

1	kids	9	.....
2	mosque	10	.....
3	mopping	11	.....
4	.....	12	.....
5	.....	13	.....
6	.....	14	.....
7	.....	15	.....
8	.....	16	.....

(*Anda boleh menambah atau mengurangi sesuai keperluan***)**

Now tell your friends about what happened to the student.

Activity 2 : Reading Section

Task 3: Read the following text carefully and answer the questions!

http://www.redfern.co.za/signs.htm

https://www.google.com/search?safe=strict&biw=1366

https://www.google.com/search?q=keep+-clean&safe

https://www.indiamart.com/proddetail/road-signs

http://www.keysigns.co.uk/signs-c2/safety-signs

https://www.123rf.com/photo_16022932

Have you ever seen such signs?

.....

What do you call for such signs?

.....

Task 4: Answer the following questions

No	Questions	Answer
1	Where can you find the sign?	.....
	What does the sign mean?	.....
2	Where can you find the sign?	.....
	What does the sign mean?	.....
3	Where can you find the sign?	.....
	What does the sign mean?	.....
4	Where can you find the sign?	.....
	What does the sign mean?	.....
5	Where can you find the sign?	.....
	What does the sign mean?	.....
6	Where can you find the sign?	.....
	What does the sign mean?	.....

Task 5: Read the following text carefully!

https://www.google.com/search?q=orang+berpidato

One of the mottos in Islam is that “Cleanliness is a part of faith”. The motto can be found in public places in regions in Indonesia. Therefore, we should always keep ourselves clean. People who have a healthy mindset will love cleanliness and encourage it.

As the doctors say, that dirty place is a den of disease. The dirtier the place, the bacteria will breed more quickly. Therefore, we must always keep our environment clean and remind our family, friends and ourselves to always keep cleanliness. Cleanliness is a reflection of a good person.

Glossary:

cleanliness	*kebersihan*	encourage	*mendorong*
faith	*iman*	den	*sarang*
regions	*bagian*	environment	*lingkungan*
mindset	*pola pikir*	beed	*berkembang*

Questions:

1. What is one of the slogans in Islam?
2. Can you find the slogans everywhere?
3. Why do people should have healthy mindset?
4. What is the effect of a dirty place?
5. What is the one of the characteristics of a good person?

Answers:

1	.....
2	.....
3	.....
4	.....
5	.....

https://generasi3r.files.wordpress.com/2015/11/senin-blog2.jpg?w=1024&h=666&crop=1

Activity 3 : Listening Section

Task 6: Pay Attention to the following!

NOTICE

Notice means 'a warning or intima¬tion of something'. It is also defined as 'a written or printed announcement'. The word notice, therefore, has two aspects—it may be an intimation or information and it may be a kind of warning. A notice may be general or confidential.

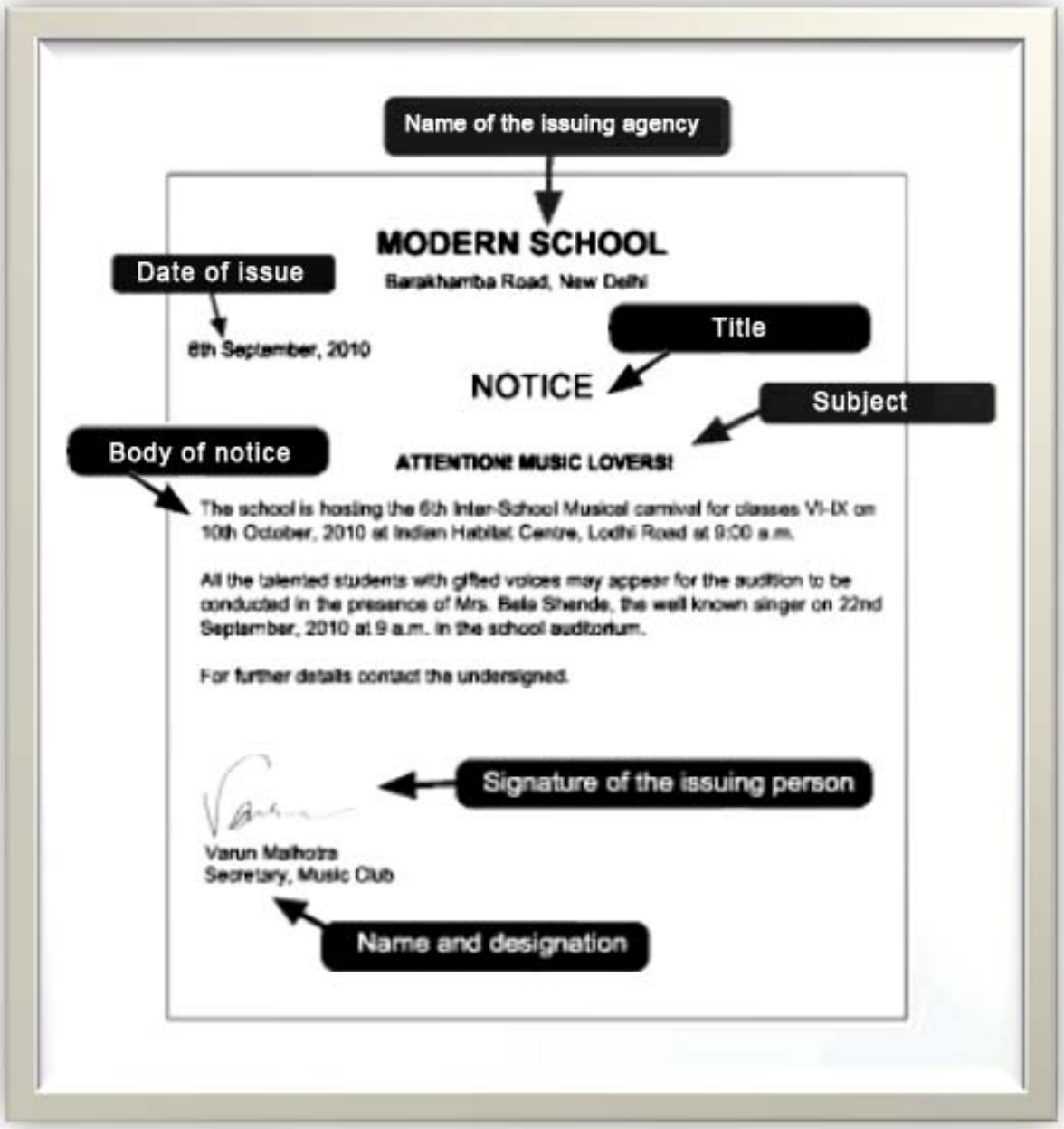
Glossary:

warning	*peringatan*	wriiten	*tertulis*
intimation	*saran*	printed	*cetak*
defined	*diartikan*	general	*umum*
announcement	*pengumunan*	confidential	*pribadi*

Task 7: Look at the pictures again and write a notice based on the picture (Number one has been done for you)

1 *http://www.redfern.co.za/signs.htm*	*It is an intimation to do something. It is found in public places such as town park, tourism spot, railway station etc. The notice is "Keep Clean".*
2 *https://www.google.com/ search?safe=strict&biw=1366*	…… …… …… ……
3 *https://www.google.com/search?q=keep+-clean&safe*	…… …… ……
4 *https://www.indiamart.com/proddetail/road-signs*	…… …… …… ……
5 *http://www.keysigns.co.uk/signs-c2/safety-signs*	…… …… ……
6 *https://www.123rf.com/photo_16022932*	…… …… ……

Task 8 : Study the following!



Ketika kalian bermain ke pantai, pastinya kalian pernah melihat dan membaca suatu teks peringatan tentang zona berbahaya yang tertera di area/kawasan pantai yang kalian kunjungi. Tentunya fungsi dari teks peringatan itu sendiri adalah untuk mengingatkan kalian agar tetap selalu waspada akan suatu hal.

Dalam bahasa Inggris, teks peringatan dikenal dengan sebutan notice, warning, dan caution. Secara umum, ketiganya memiliki definisi dan fungsi yang hampir sama. Nah untuk lebih jelasnya,

mari simak penjelasan tentang definisi dan contoh text peringatan singkat (notice, warning, dan caution) dalam bahasa Inggris dibawah ini.

1. **Notice**

   Notice merupakan salah satu jenis short functional text yang berisi sebuah informasi singkat dan sederhana yang berbentuk tulisan/gambar/tanda/ simbol untuk memberikan informasi, instruksi atau peringatan kepada publik dan biasanya berbentuk rambu-rambu.

   Berikut beberapa contoh notice:

(Perhatian: Dilarang parkir disini) https://www.englishcafe.co.id

2. **Warning**

   Warning adalah salah satu jenis *short functional text* yang berisi informasi berupa peringatan atau arahan yang ditunjukkan kepada orang banyak dan biasanya berhubungan dengan hal yang cukup berbahaya. Warning biasanya diletakkan di tempat-tempat strategis guna memudahkan dan menarik perhatian pembaca.

   Berikut contoh warning:

(Peringatan: Dilarang masuk) https://www.englishcafe.co.id

3. Caution

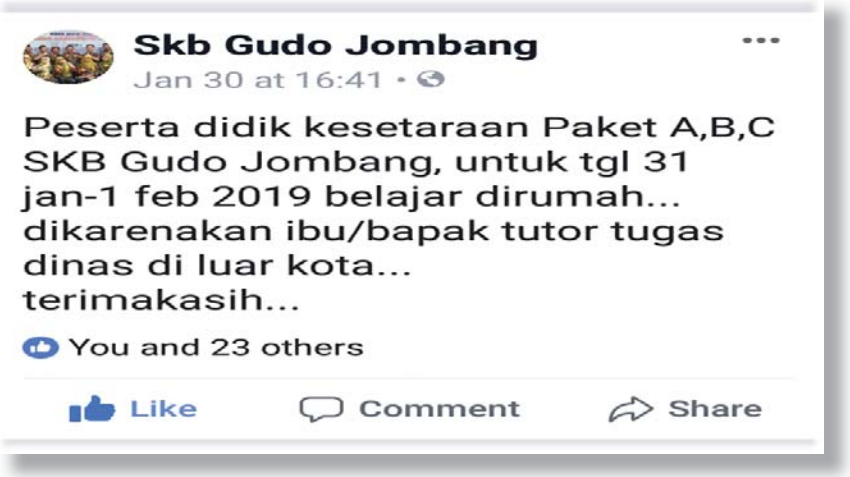
Caution adalah salah satu jenis short functional text yang hampir sama/ mirip dengan *warning*, yaitu sama-sama berisi informasi singkat dan sederhana yang ditujukan kepada orang untuk menghindari bahaya atau risiko. Akan tetapi, peringatan pada caution tingkatnya lebih rendah jika dibandingkan dengan warning. Caution juga bisa berbentuk rambu-rambu agar dapat mudah dipahami dan biasanya diletakkan di tempat-tempat tertentu yang strategis.

Berikut contoh caution:

(Peringatan: Permukaan panas, jangan disentuh) https://www.englishcafe.co.id

https://www.englishcafe.co.id

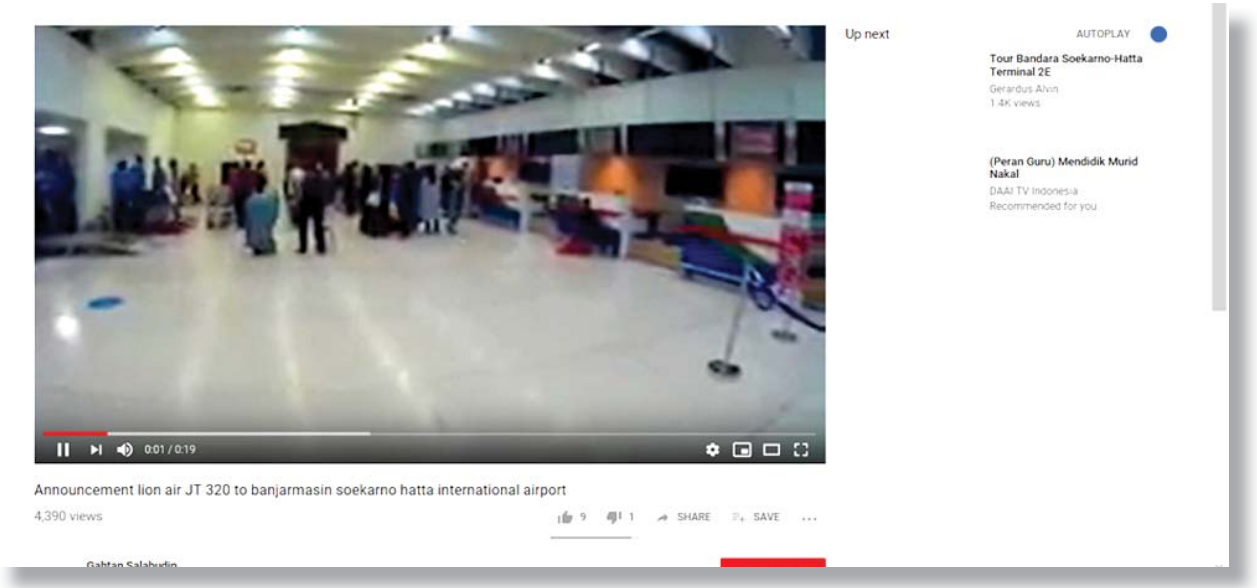
Task 9: Based on the following social media caption page,construct a well-designed NOTICE!



https://www.facebook.com/skb.gudo

Activity 4 : Writing Section

Task 10: Watch and listen to the following video and fill in the blanks with the correct words.



https://www.youtube.com/watch?v=Ht5-selCAAc

Glossary:

attention	*perhatian*	boarding	*naik*
passenger	*penumpang*	longue	*ruang*
airline	*maskapai*	gate	*gerbang*

Your ……(1) please, …… (2) of Lion Airlines on flight …… (3) JT ……..
(4) to Banjarmasin please …… (5) to the boarding lounge ……. (6) A 12, thank you.

Answers:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

Task 11: Based on the video you just watched, answer the questions below!

No	QUESTIONS	ANSWERS
1	What kind of text is in the video?	.....
2	Where does the event happen?	.....
3	Whom does the announcement for?	.....
4	What should the passengers do?	.....

Review of the Unit

What are the notices below used for?

1. What should we do after reading the notice?
   a. Keep the toilet clean
   b. Help repair the toilet
   c. Use the toilet on purpose
   d. Use the toilet on purpose

2. Where can you read such warning
   a. At the beach
   b. In a swamp
   c. In the swimming pool
   d. In the water park

3. From the text we know that
   a. We must not use the product
   b. We cannot spray the product everywhere
   c. We can spray the product into our eyes
   d. We must not spray the product into our eyes

4. Where can we see this warning
   a. On a box
   b. In a room
   c. On a table
   d. On a roof

5. Who is the warning addressed to?
   a. The government
   b. The construction workers
   c. The construction company
   d. All the road users

6. What is the caution about?

a. Telling people to plug in the wire
b. Forbidding people to touch the wire
c. Explaining why the wire is dangerous
d. Telling people how to connect the wire

7. "It may cause electric shock". The word cause means:
   a. Evoke
   b. Launch
   c. Protect
   d. Smoothen
8. What is the notice about?
   a. An order to keep clean
   b. An invitation to clean one's hands
   c. An appeal to maintain hygiene
   d. An appeal to have a clean environment
9. Where would you read the notice?
   a. In a canteen
   b. In a teacher's office
   c. At a classroom
   d. At a library

10. What mustn't we do according to the warning
    a. Watch the film
    b. Record the film
    c. Enter the movies calmly
    d. Not to sit in the alley

UNIT 2 NEVER SAY "NEVER"

http://www.fanpop.com/

Tujuan Pembelajaran:

Setelah mempelajari modul ini, Anda diharapkan mampu:

1. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu
2. Menangkap makna terkait fungsi sosial dan unsure kebahasaan secara kontekstual dalam lirik lagu.

Activity 1 : Listening Section

Task 1: Listen to the following recording and translate the song into English. Use the past simple tenses.

http://www.fanpop.com

1. Do you know who they are?

   Answer: ……

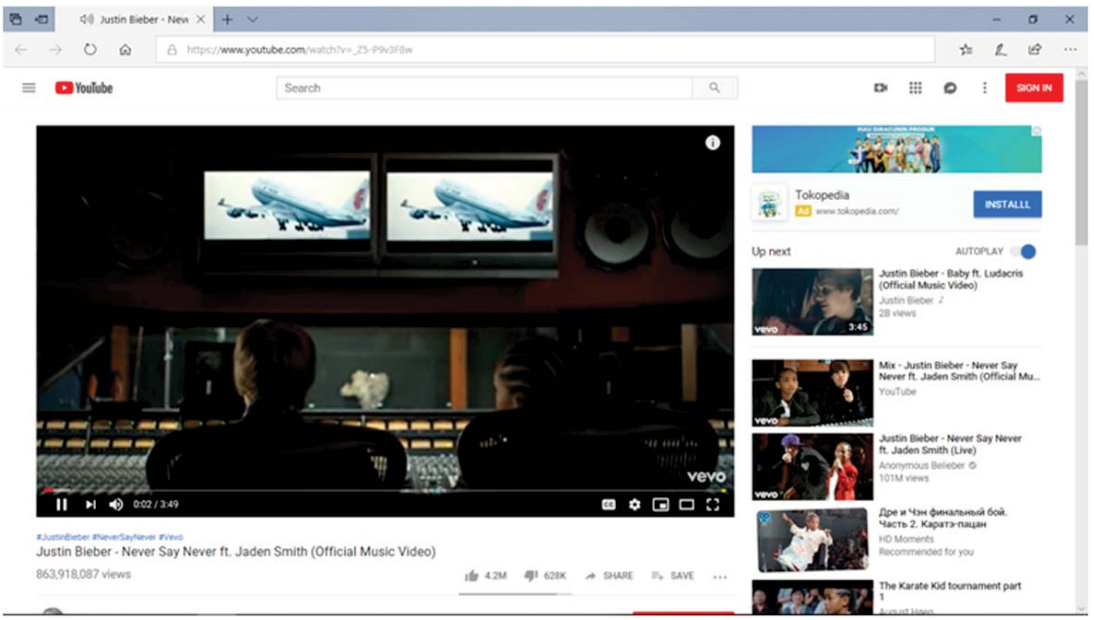
2. What are their professions?

   Answer: ……

3. What is one of the most famous works of them?

   Answer: ……

Task 2: Listen to the following recording and study the translation



https://www.youtube.com/watch?v=_Z5-P9v3F8w

I never thought that I could walk through fire I never thought that I could take the burn I never had the strength to take it higher Until I reached the point of no return	Tak pernah kukira aku bisa melintasi bara api Tak pernah kukira aku bisa menahan panas terbakar Tak pernah aku punya kekuatan untuk naik ke tempat lebih tinggi Hingga kucapai titik tak bisa kembali
And there's just no turning back When your hearts under attack Gonna give everything I have It's my destiny	Dan tak ada jalan kembali Jika hatimu tak tahan banting Aku kan berusaha semampuku Inilah takdirku
I will never say never! (I will fight) I will fight till forever! (make it right) Whenever you knock me down I will not stay on the ground	Aku takkan pernah berkata tak mungkin (aku kan berusaha) Aku akan terus berusaha! (mencapainya) Tiap kali kau jatuhkan aku Aku takkan diam saja
Pick it up Pick it up Pick it up Pick it up up up And never say never	Bangkitlah Bangkitlah Bangkitlah Bangkitlah Dan jangan pernah berkata tak mungkin
I never thought I could feel this power I never thought that I could feel this free I'm strong enough to climb the highest tower And I'm fast enough to run across the sea	Tak pernah kukira bisa kurasakan kekuatan ini Tak pernah kukira bisa kurasakan kebebasan ini Aku cukup kuat untuk mendaki menara tertinggi Dan aku cukup cepat untuk seberangi lautan
Here we go! Guess who? JSmith and Jb! I gotcha lil bro	Mari mulai Tebak siapa? JSmith dan JB! Aku punya adik
I can handle him Hold up, aight? I can handle him	Aku bisa mengalahkannya Tunggu saja Aku bisa mengalahkannya
Now he's bigger than me Taller than me And he's older than me And stronger than me	Kini dia lebih besar dariku Lebih tinggi dariku Dan dia lebih tua dariku Dan lebih kuat dariku

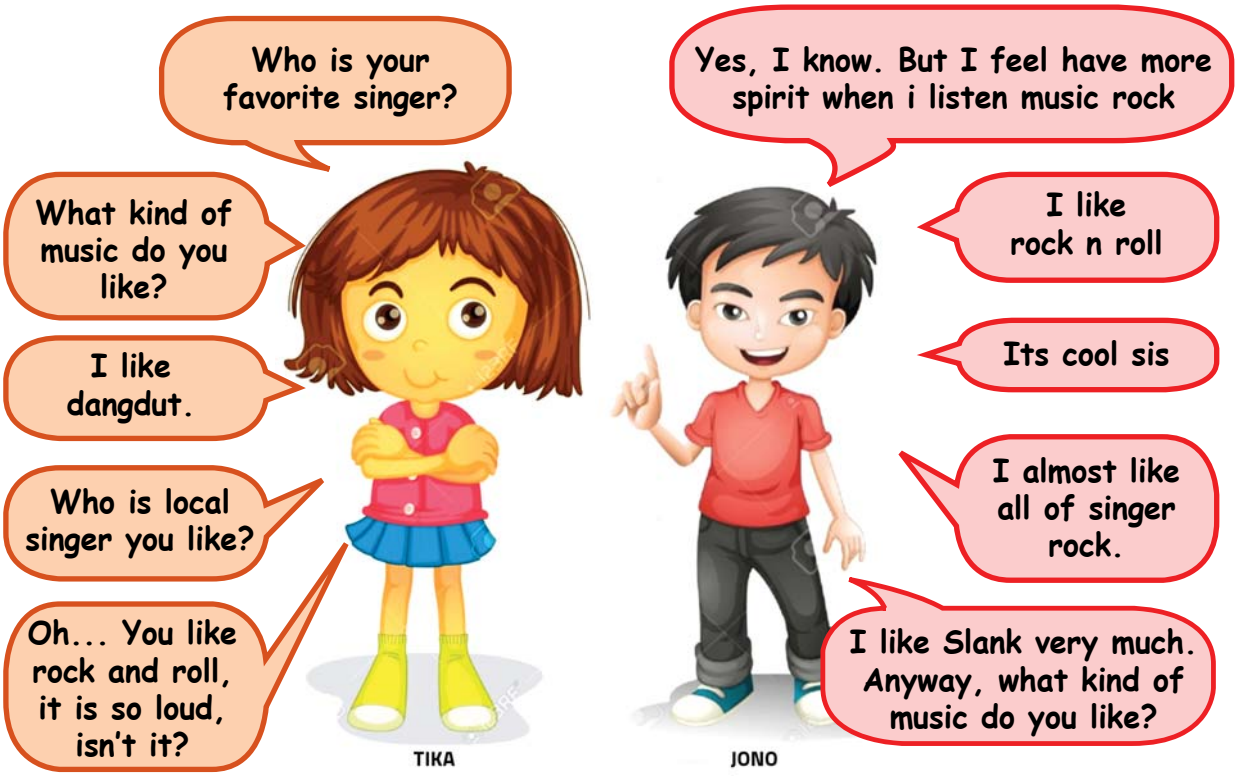
And his arms a little bit longer than me But he ain't on a JB song with me! I be trying a chill They be trying to side with the thrill No pun intended, was raised by the power of Will Like Luke with the force, when push comes to shove Like Cobe with the 4th, ice water with blood I gotta be the best, and yes We're the flyest Like David and Goliath I conquered the giant So now I got the world in my hand I was born from two stars So the moon's where I land	Dan lengannya sedikit lebih panjang dariku Namun dia tidak di lagu JB bersamaku Aku akan berusaha santai Mereka akan berusaha memihak pada kegembiraan Ini bukan lelucon, dibesarkan oleh kekuatan kehendak Seperti Luke dengan kekuatannya, saat tekanan menerjang Dengan Cobe dengan lemparan keempat, air es dengan darah Aku harus menjadi yang terbaik, dan ya Kami yang terkeren Seperti Daud dan Goliath Kutaklukkan raksasa Maka kini dunia dalam genggamanku Aku lahir dari dua bintang Maka bulanlah tempatku berada

This song, which became the soundtrack of the film The Karate Kid (2010), voiced a very inspirational message. What inspirational messages can you take from that song?

1. ……
2. ……
3. ……

Activity 2 : Writing Section

Task 3: Study the dialogue



https://www.123rf.com/photo with modifications

Task 4: Arrange the dialogue into a good order!

TIKA	.....
JONO	.....
TIKA	.....
JONO	.....
TIKA	.....
JONO	.....
TIKA	.....
JONO	.....

Activity 3 : Let's speak out

Task 5: Study the following!

Name: Carla
Age: 14
Nationality: Italian
Favourite singer: Beyoncé
Favourite song: Ave Maria
Country: USA
Awards: American Music Awards

Hi guys!
I'm Carla, I'm fourteen years old and I'm from Italy. My favourite singer is Beyoncé. She's great, don't you think? I love hearing her sing Ave Maria. Beyoncé is American and she has won many American Music Awards.

https://en.islcollective.com

Name: Laari
Age: 15
Nationality: Finnish
Favourite band: Children Of Bodom
Favourite song: Rebel Yell
Country: Finland
Awards: Band Of The Year

https://en.islcollective.com

Activity 4 : Reading Section

Task 7: Read the text carefully and answer the questions that follow

MY FAVORITE SINGER

My favorite singer is Dina Paucar. She is a very successful Peruvian huayno singer, she is from the sierra and she is very popular all over Peru. She is 38 years old, she is married and she has 2 kids. She is also a composer, her most popular songs are: "Que lindo son tus ojos", "A mi madrecita", "Eres tú" etc. In addition, Dina is a public person; she works on her concerts and in her record company. When she is free, she works on television with advertising and promoting health campaigns to help the Youth. Dina is now very rich but she is a very generous and humble person who loves helping people especially poor and sick children. Like me, all the Peruvian women

https://en.islcollective.com

Answers The Questions :

1. Who is the auhor's favorite singer?

   .....

2. What is her occupation?

   .....

3. How old is she?

   .....

4. What are her most popular songs?

   .....

5. Why does the author admire Dina

   .....

Summary

Apa yang telah Anda capai setelah mempelajari Modul 10 ini? Pada bagian ini mari kita simpulkan beberapa hal yang sudah Anda pelajari melalui kegiatan menyimak (mendengarkan), membaca, berbicara, dan menulis, yaitu:

1. **Notice**

   Notice merupakan salah satu jenis *short functional text* yang berisi sebuah informasi singkat dan sederhana yang berbentuk tulisan/gambar/tanda/ simbol untuk memberikan informasi, instruksi atau peringatan kepada publik dan biasanya berbentuk rambu-rambu.

   Berikut beberapa contoh notice:

(Perhatian: Dilarang parkir disini) https://www.englishcafe.co.id

2. **Warning**

   Warning adalah salah satu jenis *short functional text* yang berisi informasi berupa peringatan atau arahan yang ditunjukkan kepada orang banyak dan biasanya berhubungan dengan hal yang cukup berbahaya. Warning biasanya diletakkan di tempat-tempat strategis guna memudahkan dan menarik perhatian pembaca.

   Berikut contoh warning:

(Peringatan: Dilarang masuk) https://www.englishcafe.co.id

3. Caution

Caution adalah salah satu jenis *short functional text* yang hampir sama/ mirip dengan *warning*, yaitu sama-sama berisi informasi singkat dan sederhana yang ditujukan kepada orang untuk menghindari bahaya atau risiko. Akan tetapi, peringatan pada caution tingkatnya lebih rendah jika dibandingkan dengan warning. Caution juga bisa berbentuk rambu-rambu agar dapat mudah dipahami dan biasanya diletakkan di tempat-tempat tertentu yang strategis.

Berikut contoh caution:

(Peringatan: Permukaan panas, jangan disentuh) https://www.englishcafe.co.id

4. Moral Value of a Song

Moral Value of a Song Dengan kata lain moral value sebuah lagu dapat diartikan sebagaiatau pesan positif yg dapat di ambil dari lirik lagu tersebut.

SARAN REFERENSI

Untuk mempelajari lebih jauh tentang Notice ada dapat membuka laman https://www.englishcafe.co.id

FORMATIVE TEST

Sekarang saatnya anda menguji kemampuan anda dalam memahami apa yang telah anda pelajari pada modul 10. Kerjakan soal-soal berikut sebelum anda melangkah pada modul berikutnya. Selamat mengerjakan.

I. CHOOSE THE BEST ANSWER

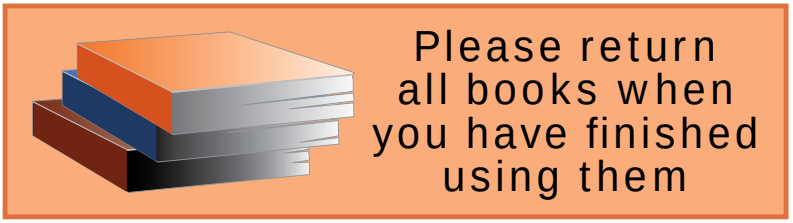
1. What does the Notice mean?

   a. We are allowed to enter to Jack's room
   b. We are not allowed to enter Jack's room
   c. Jack welcomes us to enter to his room
   d. Jack will be happy if we enter to his room

2. On whose door is the notice put?

   a. Jack's
   b. John's
   c. Don's
   d. Dave's

3. Where can you find the notice below?



a. At school

b. In library

c. In a room

d. At college

4. 4. What is the communicative purpose of the Notice above?

a. To give command

b. To prohibit someone

c. To warn someone

d. to give advice

5. What does the Notice mean?

a. Do not throw rubbish in the room

b. Do not sleep in the room

c. Do not destroy everything in the room

d. Do not speak in the room

6. What will the people do after reading this Notice?

a. The visitor should register people in the office

b. The visitors should go to the front office to inform their coming

c. The office will not accept the visitors

d. The visitors can enter the office without registration

7. Where do you usually find the sign below?

a. At a park

b. At home

c. At school

d. In the supermarket

8. Which of the following sentences explain the sign above best?

a. The shoplifters are welcome

b. The shop is only for the shoplifter

c. If you steal any of the articles you should pay for it

d. If you steal any articles, the police will arrest you

9. What does the notice?

a. Only adult can use it

b. Only a supervisor can use it

c. When children use it, he/she must be supervised by an adult

d. A supervisor needs to be employed

10. What does the sign mean?

a. Poisonous

b. Burn easily

c. Very dangerous

d. Light and expensive

11. The word waste has the same meaning as...

a. Rubbish

b. Poison

c. Vegetable

d. Wax

12. The word composting has the same meaning as ...

a. Damaging

b. Fertilizing

c. Throwing

d. Wasting

13. Which statement is TRUE based on the notice?

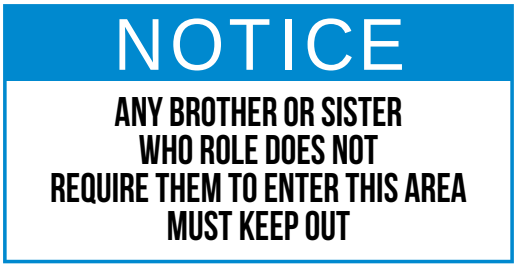
a. We can keep a bottle of milk in the refrigerator

b. The refrigerator is not for food and drink except vegetables

c. We can store the medicine in the refrigerator

d. There are no food and drink in the refrigerator

14. Where do you probably see the Notice?



a. in the classroom

b. in the police office

c. in the hospital

d. in the airport

15. The word 'them' in the Notice above refers to.....

a. Notice

b. Brother or sister

c. Role

d. this area

16. What should you do if you see the Notice below?

a. You should contact the director of the company

b. You should avoid the director

c. You should directly do physical contact

d. You shoudn't do physical contact

17. What is the communicative purpose of this Notice?

a. To warn people

b. To give direction

c. To recommend people to do something

d. To give instruction

18. Based on the Notice above, we should not do these following actions, except...
    a. attack our friends

    b. support the use of certain weapons for self-protection

    c. throw raw eggs to a friend in her birthday

    d. use sling shot to catch a bird

19. What is the opposite meaning of the word ‘violence’?
    a. Safe

    b. cozy

    c. helpful

    d. peace

20. Who is the warning addressed to?

    a. The government

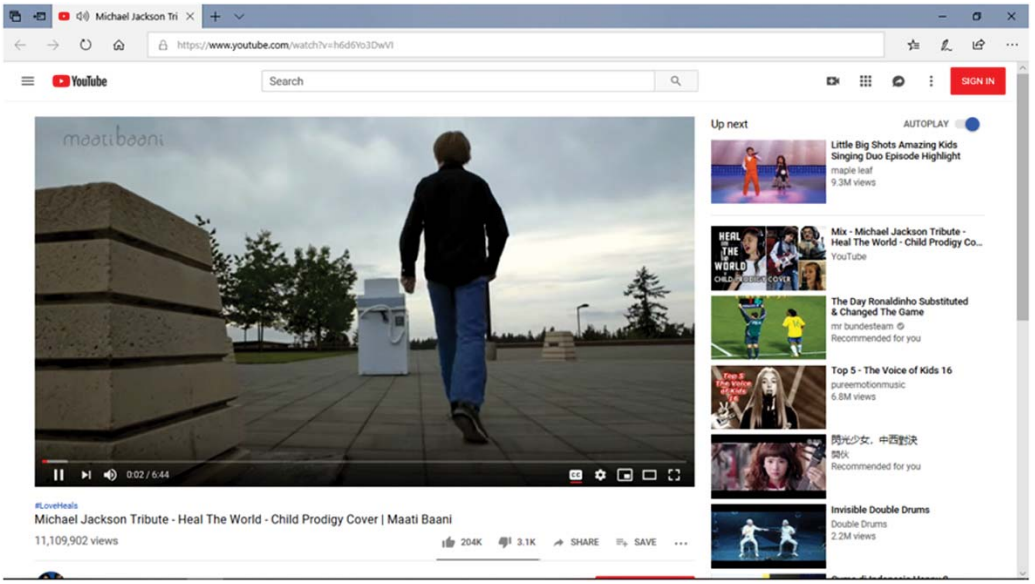
    b. The construction workers

    c. The construction company

    d. All the road users

http://soalnova.blogspot.com

II. PAY ATTENTION TO THE FOLLOWING VIDEO



https://www.youtube.com/watch?v=h6d6Yo3DwVI

There's a place in your heart

Ada sebuah tempat di hatimu

And I know that it is love

Dan aku tahu itu adalah cinta

And this place could be much

Dan tempat ini bisa jadi

Brighter than tomorrow

Lebih terang dari esok hari

And if you really try

Dan jika kau sungguh berusaha

You'll find there's no need to cry

Kau akan mendapati bahwa tak ada gunanya menangis

In this place you'll feel

Di tempat ini kau akan merasa

There's no hurt or sorrow

Tak ada duka atau sengsara

There are ways to get there

Ada banyak cara untuk sampai ke sana

If you care enough for the living

Jika kau cukup peduli pada kehidupan

Make a little space, make a better place

Buatlah ruang kecil, jadikanlah tempat yang lebih baik

Heal the world

Sembuhkanlah dunia

Make it a better place

Jadikanlah tempat yang lebih baik

For you and for me and the entire human race

Untukmu dan untukku dan untuk seluruh umat manusia

There are people dying

Banyak orang yang sekarat

If you care enough for the living

Jika kau cukup peduli pada kehidupan

Make a better place

Jadikanlah tempat yang lebih baik

For you and for me

Untukmu dan untukku

If you want to know why

Jika kau ingin tahu kenapa

There's a love that cannot lie

Ada cinta yang tak dapat berbohong

Love is strong

Cinta itu kuat

It only cares for joyful giving

Ia hanya peduli pada pemberian yang ikhlas

If we try we shall see

Jika kita berusaha kita akan melihat

In this bliss we cannot feel

Di dalam kebahagiaan ini kita tak dapat merasakan

Fear or dread

Rasa takut atau ketakutan

We stop existing and start living

Kita berhenti eksis dan memulai hidup

Then it feels that always

Kemudian itu selalu berasa

Love's enough for us growing

Cinta cukup bagi kita untuk tumbuh

Make a better world, make a better world

Buat dunia yang lebih baik, jadikanlah tempat yang lebih baik

Heal the world

Sembuhkanlah dunia

Make it a better place

Jadikanlah tempat yang lebih baik

For you and for me and the entire human race

Untukmu dan untukku dan untuk seluruh umat manusia

There are people dying

Banyak orang yang sekarat

If you care enough for the living

Jika kau cukup peduli pada kehidupan

Make a better place

Jadikanlah tempat yang lebih baik

For you and for me

Untukmu dan untukku

And the dream we would conceived in

Dan impian yang kita angan-angankan

Will reveal a joyful face

Akan menunjukkan wajah yang ceria

And the world we once believed in

Dan dunia yang pernah kita yakini

Will shine again in grace

Kan bersinar lagi dengan eloknya

Then why do we keep strangling life

Lalu kenapa kita tetap saja mencekik kehidupan

Wound this earth, crucify it's soul

Melukai dunia ini, menyalib jiwanya

Though it's plain to see, this world is heavenly

Meskipun kelihatan sederhana, dunia ini bagian dari surga

Be God's glow

Jadilah cahaya Tuhan

We could fly so high

Kita bisa terbang sangat tinggi

Let our spirits never die

Jangan biarkan jiwa kita mati

In my heart I feel

Di hatiku kurasakan

You are all my brothers

Kamu semua adalah saudaraku

Create a world with no fear

Ciptakan dunia tanpa rasa takut

Together we'll cry happy tears

Bersama-sama kita akan menangis bahagia

See the nations turn their swords into plowshares

Melihat negara-negara mengganti pedang mereka dengan bajak

We could really get there

Kita bisa benar-benar sampai di sana

If you cared enough for the living

Jika kau peduli pada kehidupan

Make a little space to make a better place

Buatlah ruang kecil untuk membuat tempat yang lebih baik

(3x)

Heal the world

Sembuhkanlah dunia

Make it a better place

Jadikanlah tempat yang lebih baik

For you and for me and the entire human race

Untukmu dan untukku dan untuk seluruh umat manusia

There are people dying

Banyak orang yang sekarat

If you care enough for the living

Jika kau cukup peduli pada kehidupan

Make a better place

Jadikanlah tempat yang lebih baik

For you and for me

Untukmu dan untukku

(2x)

There are people dying

Banyak orang yang sekarat

If you care enough for the living

Jika kau cukup peduli pada kehidupan

Make a better place

Jadikanlah tempat yang lebih baik

For you and for me

Untukmu dan untukku

(3x)

You and for me / Make a better place

Untukmu dan untukku / jadikanlah tempat yang lebih baik

(4x)

You and for me, heal the world we live in

Untukmu dan untukku, sembuhkan dunia diaman kita tinggal

You and for me, save it for our children

Untukmu dan untukku, selamatkan dunia untuk ana-anak kita

Write the moral value of the song above